University English For Non - Specialists

Book (1)

Compiled with Notes and Exercises
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PREFACE

This book is intended for Arabic speaking university students who are not majoring in English. It is used as a text-book for first and second years, Arabic and humanities departments. It aims at improving the skills of reading and comprehension and promoting a higher degree of correctress in speech and writing. It also encourages the student to read with enjoyment works of art (short stories and plays) which may not be obviously related to his field of specialization but which are nonetheless essential for the promotion of sustained reading and for the stimulation of interest in the verbal arts.

The book is divided into two parts. Part I includes the linguistic training in the professional sense. It comprises prose extracts on topics related to the student's academic interest. Typically, each extract is followed by comprehension aids: vocabulary explication and one or two objective cognition tests. These are followed by language drills and exercises designed to reinforce selected grammatical patterns which occur in the extract. The grammar in this volume covers a wider range than the term traditionally denotes

Since most grammatical points included in this volume were presumably introduced and drilled in pre-university years, grammatical notes have been kept to the necessary minimum. However, the selection and construction of grammar exercises are Arab-student oriented in the sense that more attention is given to those types of mistakes that keep recurring with Arab speakers even when they have achieved a fair degree of fluency.

At least one vocabulary exercise is included in each unit. Apart from the obvious aim of vocabulary enrichment this type of exercise will prepare the student for the type that follows which involves further comprehension of the content of the extract.

To drill the creative skills. the student is requested to write a short paragraph usually relevant to the content of the extract, or to re-write in his own words part of the extract. Whereever possible students are invited to engage in oral expression in the form of a dialogue on the content of the extract or some related topic. As an aid to oral communication a 'model' dialogue is given.

Part II, the literary texts, does not necessarily have to follow Part I in teaching procedure. The instructor may feel like interrupting the routine of language teaching by introducing a short story or a play. This, of course, would be both appropriate and desirable.

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PART I

PASSAGES FOR COMPREHENSION

1. FORGOTTEN MINDS

An estimated 700 million adults — or more than two-fifths of the world's total population — are illiterate. And it is in the less developed regions that most of these adult illiterates live.

As for children (5 to 15 years), 47 per cent did not attend school during 1960 in the countries of Latin America, Africa, the Middle East and Asia. If we add to this figure those children who are going to school now but who will drop out before they master reading and writing and hence will grow up illiterate, there are today 150 million future illiterates in these countries and there will be an additional 20 to 25 million illiterates added to the world's adult population in the next 6 or 7 years.

What a frightful loss of mindpower these hundreds of millions of illiterates represent. Who can say how many scientists, engineers and technicians *potentially* existed among all these *forsaken* adults as well as the children *consigned* from birth to the shadows of ignorance ?

An illiterate person never ceases to be a human being *endowed with* his own natural dignity and ability. Nevertheless, illiteracy by the very fact that it makes science and technology a closed book renders active participation in modern civilization impossible.

A country with a high percentage of illiterates does not only suffer an *intrinsic* loss in terms of wasted man and mindpower; the progress of the educated *segment* of the population is equally slowed down. We can no longer afford to have, as we unfortunately do in many of the developing countries, an enormous gulf separating one group or generation from another, that is, those who have had a modern education from those who are illiterate. This *disrupts* the *equilibrium* and unity of a country and completely defeats any effort to create a nation-wide positive attitude toward scientific thinking and technology without which there can be no real development.

Probably the greatest need for expansion and improvement lies in the field of technical and *vocational* education, particularly at the secondary school level.

(René Maheu, *Unesco Features)*

Vocabulary

potentially	:	**possibly**
forsaken	:	**deprived from help, friendship or companionship**
consigned	:	**handed over; given up to**
endowed with	:	**possessing naturally; born with**
intrinsic	:	**belonging naturally; existing within, not coming from outside**
segment	:	**division, section, part**
disrupt	:	**break up; split; separate by force**
uilibrium	:	**state of being balanced**
onal	:	**of or for a person's trade or profession**

Comprehension

With reference to the passage write (T) for true and (F) for false answers :

1. Less than half of the world's total population is illiterate.

2. Most of the adult illiterates live in the less developed countries.

3. There are at present over 150 million illiterates in Africa, Asia, the Middle East and Latin America.

4. The high percentage of illiteracy in the world today represents a frightful loss of mindpower.

5. An illiterate person can participate actively in modern civilization.

6. An illiterate person is a human being born with natural abilities and tendencies.

7. The progress of the educated section of the population in a country with a low percentage of illiterates is slowed down.

8. There is an enormous gap between those who have had a modern education and those who are illiterate in the developing countries.

9. Real development can be achieved without a positive attitude towards scientific thinking and technology.

Language Drills and Exercises

A. Notice that nouns like ignorance, dignity, illiteracy, progress etc. have no plural form and cannot be preceded by an indefinite article (a, an). Such nouns are grammatically called *Uncountable Nouns*. But nouns like school, country, scientist, engineer, group... etc. have a plural form and may be preceded in the singular by the indefinite article. These nouns are grammatically called *Countable Nouns*.

Now add 'a' or 'an' where necessary in the following

I. 1. Pull .... chair and come over here.

2. The architect should have provided for .... window on this side.

3. My little boy doesn't know how to eat with .... fork and .... knife.

4. I told my son that .... cigarettes are made of .... and .... paper.

5. Windows are made of .... glass.

6. .... orange is the right thing to eat after .... meal like this.

7. « Why don't you write .... letter to your brother ? Here's .... pen.

8. I like to drink hot coffee in .... small glass.

ii Upon entering the hall I was struck by the unusual collection of furniture. table made of .... old wood stood against the wall. .... mirror which must have reflected hundreds of curious faces topped the table. Both mirror and table had .... air of dignity which might have impressed .... visitor years ago. I stood amazed looking at .... chair with four massive legs. My host told me that this was .... expensive chair .... old aunt of his gave it to him as .... present.

B. *Which of the following nouns are countable and which are uncountable ?*

meat; pride; music; party; sugar;
air; cowardice; storm; spoon; rain;
shop; butter; leader.

C. *Notice the following two sentences :*

I. The progress of the educated segment of the population is slowed down in developing countries.

II. The educated segment of the population is progressing slowly in developing countries.

In sentence I. the word prógress is used as a noun, whereas in sentence II. the word progréss is used as a verb. Notice also the position of the stress in the two words.

Now use the following as (a) nouns, and (b) verbs and indicate the change in pronunciation :

present; record; object; desert;
permit; insult; protest; conflict.

D Observe the following sentences :

i. **We can *no longer* afford to have an enormous gulf separating one generation from another.**

ii. **Ali should *never* make that mistake again.**

iii. **They are *just* leaving the house.**

iv. **I *always* sit in the front row.**

v. **He *rarely* gives a wrong answer.**

vi. **She is *usually* here on time.**

Adverbs like no longer, never, just, always, rarely, usually, often, seldom, sometimes, occasionally, generally, almost and hardly are called adverbs of frequency. They indicate the frequency of an action or condition.

Adverbs of frequency occur between the auxiliary verb and the main verb (sentences i - iii); immediately before the main verb (sentences iv, v), and after verb (to be) when used as a main verb (sentence vi).

Now read the following sentences with the given adverb in the right position :

1. **I go to the cinema. (often)**
2. **I have seen a space-ship. (never)**
3. **I forget my homework. (sometimes)**
4. **We try to get high marks in the examination. (always)**
5. **We are very busy. (generally)**
6. **My father visits my uncle on Fridays. (occasionally)**

7. The bus is crowded in Cairo (usually)
8. The bad student answers correctly. (never)
9. She reads books on education. (scarcely)
10. My friend stays for a long time. (rarely)
11. You ask for a second cup of tea. (always)
12. She is here in the morning. (seldom)

E. *Complete the following with reference to the passage :*

1. Regions where .... are less developed than other countries.
2. Many children will leave school before ......
3. The number of scientists, engineers and technicians will increase if ....
4. In order to participate actively in modern civilization, a person
5. Not only does a country with a high percentage of illiteracy suffer from loss of man and mindpower ....

F. *With reference to the passage answer the following questions:*

1. Which areas in the world are seriously affected by illiteracy ?
2. What is the percentage of illiterate children in these areas ?
3. What losses do these countries suffer as a result of this high percentage of illiterates ?

4 Which, in your opinion, is more serious adult or child illiteracy ? Give reasons.

5 In which fields is the need for expansion and improvement greatly felt ?

6 Suggest some of the means by which illiteracy can be reduced in the countries concerned.

G *Translate the last two paragraphs into Arabic.*

2. DEVELOPMENT

There are both practical and normal reasons for treating development as a single world-wide *issue* : practical, because the world is increasingly interdependent from an economic point of view; moral, because of the historical inheritance of colonial *exploitation* and because of the persistence of hunger, sickness, ignorance and suffering for millions, while only some enjoy the full benefits of development. The rich countries, whose wealth is in great part based on raw materials produced by the poorer countries, continue to grow richer at the expense of the same poorer countries. This is the *antithesis* of world development with social justice. International social justice requires redistribution of this wealth, and it is in this light that we see the proposal for the *transfer* of one per cent of the wealth of the richer countries to the poorer ones. We certainly do not see this transfer as any *substitute* for the establishment of a stable system of fair prices to be paid for the basic *commodities* produced by the poorer countries.

We agree that all countries are in the process of development; that they are at different stages of development and that there is no one universally acceptable model for development. However, we are clear that many aspects of the pattern of development must *evolve* from the « grass roots. » This may well be a slow and difficult process, because in some areas people have been exploited for years, and have become to such an extent accustomed to a

belief in their own inability to plan or *implement* their own devel opment that they have first to regain self-confidence in their power to determine their own political economic social and cultural *destiny*. To recognize and encourage local leadership is therefore a key element in any development policy

(From *Youth in the Second Development Decade*, United Nations)

Vocabulary

issue (n.)	:	question that arises for discussion
exploitation	:	using for one's own profit
antithesis	:	direct opposite: opposition (of one thing to another)
transfer (n.)	:	handing over the possession of (property etc) to
substitute	:	thing (or person) taking the place of (or acting for) another
commodity	:	useful thing, esp an article of trade
evolve	:	(cause to) unfold; develop; be developed naturally and (usu.) gradually
implement	:	carry into effect
destiny	:	power believed to control events

Comprehension

A. ***With reference to the passage write (T) for true and (F) for false answers*** ·

1. The countries of the world are dependent upon each other from the point of view of economy.
2. At present only some countries enjoy the advantages of development.
3. The rich countries grow richer at the expense of the poor countries.
4. The wealth of the rich countries is not based on raw materials produced by the poorer countries.
5. Social justice requires the redistribution of the wealth of the rich countries.
6. Ten per cent of the wealth of the richer countries should be transferred to the poorer ones.
7. Rich countries should pay a fair price for the basic commodities produced by the poorer countries.
8. There is one universally accepted model for development.
9. People who have been exploited for years have gained confidence in their ability to plan their own development.
10. The encouragement of local leadership is essential for development policies.

B. *Arrange the following sentences such that they would make a précis of the passage.*

1. The persistence of hunger. sickness, ignorance and suffering for millions in some countries is another reason.
2. For these two reasons international social justice requires redistribution of wealth among the countries of the world.

3. But this is not a substitute for the establishment of a stable system of fair prices paid for the articles produced by the poorer countries.

4. This may be effected by the transfer of one per cent of the wealth of the richer countries to the poorer ones.

5. The inheritance of colonial exploitation is one reason for treating development as one single world-wide question.

Language Drills and Exercises

A. *Observe the difference between the following two sentences* :

1. This is a slow process in some areas.
2. This process is slow in some areas.

The word *slow* is an adjective in both 1. and 2. In 1. it qualifies the noun (process) and comes before it. We say that the adjective here is used *attributively.* In 2. the adjective forms the predicate with the verb (to be) (or such verbs as : seem, appear, become, continue, grow, look, prove, remain... etc.) The adjective here is said to be used *predicatively.* Other examples of the predicative use of adjectives :

1. That book is *old.*
2. The dog seemed *hungry.*
3. He grew *tired.*
4. His efforts proved *useless.*
5. The priest remained *silent.*

Now which of the italicized words are used a) atributively and which are used b) predicatively in the following sentences

1. The *blind* man was taught a trade at the school
2. This ruler seems *cruel*.
3. Nurses are required to look after *sick* people.
4. *Honest* boys are always respected by their teachers
5. The officials at our office proved hardworking.
6. Your car looks *powerful*.
7. These apricots taste *delicious*.
8. Her father bought her an *expensive* dress.
9. I consider him very *intelligent*.
10. Ahmad has fallen *asleep*.
11. You must be *aware* of what has happened.
12. The *brave* officer was awarded a medal.

B. Notice the form of the phrase 'accustomed to' + noun in the sentence :

In some areas people have become *accustomed to a belief* in their inability.

Use the following nouns in sentences containing 'accustomed to'

1. hard work.
2. poor food.

3. **bad treatment.**
4. **long walks.**
5. **difficult tasks.**

C. *Fill in the spaces with words from the passage :*

1. The party leaders were arguing political ....
2. The .... of a high temperature in the sick child puzzled the doctor.
3. The money we collected is to be used for the ....
   of the poor.
4. There was an .... conference on polluted water last year.
5. The employee was .... from the head office to Beirut office.
6. This is not the kind of treatment I am ....
7. It was his .... to die in a foreign country.

D. *Study the following dialogue between an Egyptian student and a Lebanese student on the Cost of Living* ·

L. How are things now in Egypt ?

E. I think things are improving.

L. What about the cost of living ? I hear that everything has gone up.

E. Not everything really. Cloth, for instance, has gone up. Food-stuffs have also gone up by two or three piastres a kilogram. Of course some people are exploiting the situa-

tion and are raising the price of many things they had stocked.

L. Is there anything else that has gone up ?

E. No, but the people are asking the Government to reduce the rents. Do the people here in Beirut, as is the case in our country, find it difficult to obtain accommodation ?

L. Yes, in fact, there is a difficult housing problem in Beirut, especially for the poor classes. As to the students, they always try to find lodgings near the University. So, these lodgings are always crowded and expensive, especially during the examinations season. Would you like to live in the suburbs ?

E. No, that would be inconvenient. The suburbs are far from the city as well as from the University. I'd have to pay a lot going back and forth.

To the Instructor : Try to engage with one of the students in a dialogue along the lines above. Then have pairs of students engage in similar dialogues.

E. Translate the second paragraph into Arabic.

3. THE VALUE OF SCIENCE-FICTION

What role does science-fiction actually play in the *populariza-tion* of science ? Though it often serves to *impart* information. I think its chief value is *inspirational* rather than educational. How many young people have had the wonders of the universe first opened up to them, or have been turned to a scientific career by the novels of Verne and Wells ? Many distinguished scientists have *paid tribute* to the influence of those great masters.

In one field in particular — that of *astronautics* — the influ-ence of science-fiction has been enormous. In spreading the ideas of spaceflight, science-fiction has undoubtedly helped to change the world. More generally, it helps us to face the strange realities of the universe in which we live.

Recent science-fiction must be *accorded* high *credit* for being one of the most active forces in support of equal opportunities, goodwill and co-operation among all human beings, regardless of their racial and national origins. Its writers have been practically *unanimous* in their *adherence* to the ideal of « one free world. » That is *inevitable*. Anyone who reads this form of literature must quickly realize the absurdity of mankind's present tribal divisions. Science-fiction encourages the *cosmic* viewpoint

Furthermore, science-fiction is the literature of change — and change is the only thing of which we can be certain today, thanks to the continuing and accelerating Scientific Revolution. This type of fiction assumes that the future will be profoundly different from the past — though it does not, as is often imagined, attempt to predict that future in detail. By *mapping out* possible futures, as well as a good many impossible ones, the science-fiction writer can do a great service to the community He encourages in his readers *flexibility* of mind, readiness to accept and even welcome change — in one word, adaptability

(A.C Clarke, *Unesco Features)*

Vocabulary

popularization	:	the act of making popular
impart	:	give, pass on (a secret, news, information to somebody)
inspirational	:	having to do with influence(s) arousing creative activity
pay tribute (to)	:	do, say, or give something to show respect or admiration
astronautics	:	science of travelling through outer space
accord (v.)	:	give; grant
credit	:	honour; approval
unanimous	:	showing complete agreement
adherence		firm support
inevitable		that cannot be avoided; that is sure to happen

cosmic	of the whole universe
accelerate	increase the speed of; cause to move faster
map out	plan; arrange
flexibility	ability of change to suit new conditions. adaptability

Comprehension

Check ( ) the correct answer. There is only one correct answer in each group.

1. What role does science-fiction play in the popularization of science ?

   i. an educational role.

   ii. an inspirational role.

   iii. a moral role.

2. What career have the novels of Verne and Wells opened up to many young people ?

   i. a scientific career.

   ii. a literary career.

   iii. an artistic career.

3. In what field in particular has the influence of science-fiction been enormous ?

   i. atomic energy.

ii. astronautics.

iii. wireless communication.

4. What does the study of science-fiction help us to do ?

   i. to earn more money.

   ii. to read more about science.

   iii. to face the strange realities of the world around us

5. What viewpoint does the reading of science-fiction encourage ?

   i. racial discrimination.

   ii. tribal division.

   iii. one free world.

6. What may science-fiction be called ?

   i. the literature of travelling.

   ii. the literature of teaching morals.

   iii. the literature of change.

7. What quality does the science-fiction writer encourage in his readers ?

   i. patience.

   ii. acceptance of the present.

   iii. adaptability.

Language Drills and Exercises

A. *Observe the use of the italicized words in the following sentences :*

i. What role does science-fiction *actually* play in the popularization of science ?

ii. Science-fiction has *undoubtedly* helped to change the world.

iii. The future will be *profoundly* different from the past

iv. Its writers have been *practically* unanimous.

v. The Scientific Revolution has changed our ideas *very* quickly.

The italicized words are adverbs. They modify verbs (i. & ii.), adjectives (iii. & iv.) or other adverbs (v.). As you notice, adverbs like actually, undoubtedly, profoundly, etc. are formed from adjectives by adding - ly. Others like very, soon, then, yet, etc. are single words that cannot be divided. A few adverbs like daily, weekly, monthly, backwards, ashore, etc. are formed from nouns.

Now complete the following sentences using adverbs formed from the following words :

frequent; skilful; extreme; good; careful; hour; easy.

1. He drove very .... because the road was slippery.
2. He .... visits his uncle during the summer.
3. He reads German ....
4. He comes here .... to ask about his lost brother
5. They know that the two routes are .... hilly

6. **The university team played ....**

7. **The engineer repaired the television set . ...**

B. Study the following structure :

In spreading the ideas of spaceflight, science-fiction has undoubtedly helped to change the world.

This may be re-written thus :

When science-fiction has spread the ideas of spaceflight, it has undoubtedly helped to change the world.

More examples are

On reading his article, I thought he was against Government policy.

When I read his article, I thought he was against the Government policy.

Upon my arrival at the station, I found my brother waiting.

When I arrived at the station, I found my brother waiting.

At sunset, he left for Syria.

As soon as the sun set, he left for Syria.

i. Now re-write the following sentences changing the italicized phrases into subordinate clauses beginning with 'when' or 'as soon as'. Notice also the sequence of tenses in both the main clause and the subordinate clause.

1 *On the arrival of the aeroplane*, I went to meet my friend.

2. *On hearing the new joke*, they all started to laugh.
3. *Upon receiving your order*, we sent the goods immediately
4. *With the fall of snow*, the driver stopped the car.
5. *Upon confirmation of his admission for next year*, Mohammed will pay the fees.
6. *With the invention of space-ships*, astronauts could fly to the moon.
7. *On hearing the sad story*, the girl started to cry.
8. *Upon the appearance of the police-car*, the thieves ran away.
9. He left the town *at sunrise*.
10. *On getting their independence*, the people celebrated the occasion.

ii *Re-write the following sentences changing the italicized clauses into phrases :*

1. *When my father got money*, he bought me a new suit.
2. *As soon as the boys entered the class*, they sat down in their usual places.
3. *As soon as I left the cinema*, I called for a taxi.
4. *When you answer*, you needn't send the letter by air.
5. *When it rains*, I usually go to the university by bus.
6. *When people unite*, their demands must be met.
7. *As soon as Samar finished her work*, she went out.
8. *When I heard the shots*, I knew there was trouble.

C *Notice the following two sentences from the passage*

i Science-fiction helps us to face the strange realities of the universe in which we live.

ii Change is the only thing of which we can be certain today.

Each of these two sentences is originally two independent clauses, thus sentence i can be re-written

Science-fiction helps us to face the strange realities of the universe We live in this universe

Sentence ii. can be re-written

Change is the only thing. We can be certain today of this thing.

Each pair of sentences is thus combined in one sentence by the use of 'which'. This relative pronoun is used to refer to animals and inanimate objects. Notice also the position of the preposition preceding the relative pronoun.

Now combine the following pairs of sentences on the patterns above

1 This is the company. Hassan is Chairman of this company.

2. He has a television set. He paid 600 LL. for this television set.

3. These are the books. I cut the pictures from these books.

4 I am going to the rest-house. You went to this rest-house last week.

5 The boy was drowned in the swimming-pool. He had been playing in the pool.

6. The old house gets very little sun. We live in this house
7. Here is the painting. I told you about it last Friday.
8. This is the answer. I have been waiting for it.

D. *Re-read the passage carefully and then answer the following questions :*

1. In what ways is science-fiction useful to young people ?
2. How, in your opinion, can scientists pay tribute to great masters of science-fiction ?
3. Why was the influence of science-fiction so enormous in the field of space-travelling ?
4. What ideals does science-fiction encourage in our present time ? Which ideal is more important in your opinion ?
5. What service can the writer of science-fiction do to his society ?

E. *Write a short paragraph on 'Man and Space Travel'. Here are some words and phrases that you may use :*

i. man — constructed — live — earth's atmosphere.
ii. no air — space — breathe — no food — no gravity.
iii. extreme temperatures — roast — freeze — death.
iv. dark — soundless — hostile environment.
v. man — succeed — send — collection of instruments — space ships — moon.

F. *Translate the third paragraph into Arabic.*

4. THE MIGRATION OF WORKERS

In recent years the international *migration* of labour has swollen to enormous proportions. This is particularly true of continental Europe, where in 1964 alone over a million workers legally crossed the various frontiers. At the same time the *volume* of *illegal* immigration is also tending to increase as the authorities *endeavour* to channel and limit the flow of migrant workers.

This action on the part of the authorities is an indication of the growing anxiety about massive migration; in some countries *aliens* now constitute a considerable slice of the labour force — in Switzerland the figure is already as high as 30 per cent — and every year workers *flock* across the frontiers of France, Switzerland and the Federal Republic of Germany in their hundreds of thousands.

Although immigration in countries like Holland and Belgium has not yet reached alarming proportions, people there are already becoming disturbed about it; they are all the more worried in view of the difficulties foreigners have in becoming *integrated* and the desperate shortage of housing for their own nationals.

The list of problems created by the mass movement of workers is long and *dismal*. It includes hardships endured by the work-

ers themselves, who have to spend a large proportion of their wages on rent (often sharing tiny rooms) and other personal necessities; wives and fiancées left behind; engaged couples and newlyweds unable to find a home while employers provide foreign workers with accommodation.

It is because of the economic *disparity* between different parts of the world that countless people are having to choose between unemployment or a very low-paid job at home and facing up to the drawbacks of migrating to one of the larger centres of industry. It would of course be preferable to *disperse* economic activity, but is it *feasible* ?

There are some steps which can be taken to bring about a more even distribution of economic activity, to raise prosperity and employment levels in areas that are at present *lagging* behind. But the opportunities are only limited and we should beware of growing too optimistic, particularly regarding short-term improvements.

When immigration is *banned* or restricted, even with the aim of eradicting the resulting evils, the effect is to deprive people in the less developed areas of *potential* employment and income and to cut back production in prosperous regions without any corresponding increase elsewhere. For years to come, therefore, we shall have to rely on workers migrating from one district or country to another.

(P. Kuin, *The International Migration of Workers*, From *The Unesco Courier*)

Vocabulary

migration	:	moving from one place to another (to live there)
volume	:	large mass or amount
illegal	:	contrary to law; not legal
endeavour (v.)	:	try
alien	:	foreigner who is not a subject of the country in which he is
flock (v.)	:	go together in great numbers
integrated	:	combined into a whole
dismal	:	sad, gloomy
disparity	:	inequality; difference
disperse	:	scatter; (cause to) go in different directions
feasible	:	that can be done; practicable; possible
lag	:	go too slow, not keep up with
ban	:	order with authority that something must not be done, said, etc.; prohibit
eradicate	:	destroy or put an end to; pull up by the roots
potential	:	that can or may come into existence or action

Comprehension

With reference to the passage choose between yes and no answers; follow the example given

1. Has the international migration of labour enormously increased ?
   Yes, it has.
2. Is illegal immigration tending to increase in Europe ?
3. Are the authorities in Europe encouraging the flow of migrant workers into their countries ?
4. Do foreigners constitute a considerable proportion of the labour force in Switzerland ?
5. Do workers cross the frontiers of France and the Federal Republic of Germany in small numbers every year ?
6. Are the people of Holland and Belgium quite satisfied with the immigration of foreigners in their countries ?
7. Do the people of Holland and Belgium complain of shortage of housing ?
8. Is it possible to distribute economic activity in an even way ?
9. Are the opportunities for raising prosperity in the backward areas only limited ?
10. Shall we have to depend on migrating workers for some years to come ?

Language Drills and Exercises

A. *Notice the plural noun of the word wife, i.e. wives, and learn **the following** :*

I. Many nouns ending in - f or - fe in the singular change

the - f or - fe to - ves in the plural. e.g. life — lives; **half — halves**.

ii. Some nouns ending in - f or - fe simply add s to form their **plural, e.g.**

belief — beliefs; chief — chiefs.

iii. Some other nouns have both forms. e.g. wharf — wharfs or **wharves.**

Now look up the plural forms of the following nouns and put them in the spaces below :

roof — leaf — loaf — safe — dwarf — cliff — hoof — scarf.

1. The rain is leaking through the ....
2. ....are boxes in which money and other valuables are kept.
3. We read about .... in the fairy tales.
4. The green .... are dead in autumn.
5. She has a whole drawer full of ....
6. I saw many .... at the edge of the sea.
7. He can eat two or three .... of bread a meal.
8. The horny parts of the feet of same animals are called ....

B. Notice the following structure :

It is because of the economic disparity between different parts of the world *that* countless people are having to choose.

The use of 'It is that gives additional emphasis to the phrase 'because of hence it is more emphatic than

Because of the economic disparity between different parts of the world, countless people are having to choose

Now give additional emphasis to the following sentences by using 'It is ...... that' or 'It was . that'

1. **Because of the high cost of living, many workers migrated from their countries**
2. **Because of the importance of freedom, young people insist on taking part in the political life at home.**
3. **Because of the difficulty of the test several students failed**
4. **Because of the scarcity of commodities. the prices have gone up quickly.**
5. **Because of his objection to the project, it has been postponed for the time being.**
6. **Because of the safety of the passengers, they have to fasten the belts.**
7. **Because of the size of the car, he had to sell it.**

C. ***Notice the form of the phrase 'For years to come' in the last sentence in the passage, and then repeat the following sentences with 'for years to come' :***

1. **Switzerland will depend on migrant workers.**
2. **Many workers will remain unemployed owing to inflation.**

3. Newly married couples will be unable to find suitable accommodation.

4. Illegal immigration will increase across the borders of European countries.

5. The workers will spend a large proportion of their wages on rent and other personal necessities.

6. The opportunities for economic improvements in the developing countries will be limited.

D. *use the following phrases in sentences of your own*

endeavour to — a considerable slice of — alarming proportions — desperate shortage — list of problems — economic inequality — prosperous regions.

E. *Re-read the passage and then answer the following questions*

1. Why is illegal immigration increasing in Continental Europe ?

2. In which countries do foreign migrant workers constitute a large proportion of the labour force ?

3. Why are the Belgians disturbed about the increasing number of foreigners in their country ?

4. Mention, in your own words, some of the difficulties faced by the migrant workers.

5. What, in your opinion, is the main cause of the migration of workers.

6. How will the developing areas be affected if migration of workers is controlled ?

F Write a short paragraph on 'Youth in Modern Society You may use the following phrases

more aware of the problems of their society — help in solving them — have a strong desire for freedom at an early age — equality with adults — take part in political life — like to be treated as young adults not as growing children — permanent dialogue with youth.

G. Translate the last two paragraphs into Arabic

5. THE ARAB AWAKENING

After the death of the Prophet, *sterile* Arabia seems to have been *converted* as if by magic into a *nursery* of heroes the like of whom, both in number and quality, would be hard to find anywhere The military campaigns of Khalid ibn-al-Walid and Amr ibn-al-'As which *ensued* in Iraq, Persia, Syria and Egypt are among the most brilliantly executed in the history of warfare and bear favourable comparison with those of Napoleon, Hannibal or Alexander.

The native Semites of Syria and Palestine, as well as the Hemites of Egypt, looked upon the Arabian newcomers as nearer to them than their hated and oppressive *alien overlords*. In fact the Moslem conquests may be looked upon as the recovery by the ancient Near East of its early *domain*. Under the stimulus of Islam the East awoke and reasserted itself after a *millennium* of Western domination. Moreover, the *tribute exacted* by the new conquerors was less than that exacted by the old, and the conquered could now pursue their religious practices with more freedom. As for the Arabians themselves they represented a fresh and vigorous *stock* fired with new enthusiasm, *imbued* with the will to conquer and *emboldened* by the utter contempt of death *inculcated* by their new faith.

(G. Antonius, *The Arab Awakening*)

Vocabulary

sterile	:	unable to produce (seeds, children, etc.)
convert (v.)	:	change
nursery	:	place where young plants and trees are raised.
ensue	:	happen afterwards; follow; happen as a result
alien	:	foreigner
overlords	:	(in feudal times) noblemen in relation to their vassals
domain	:	lands under the rule of a government, ruler, etc.
millennium	:	period of 1,000 years
tribute	:	payment which one government or ruler exacts from another
exact (v.)	:	demand and force payment of
stock	:	line of ancestry
imbue	:	fill; inspire
embolden	:	give courage or confidence to
inculcate	:	fix (ideas, etc.) firmly by repetition

Comprehension

With reference to the passage put (T) against true statements and (F) against false ones :

1. Arabia produced many military heroes after the death of the prophet.

2. It would be hard to find anywhere the same number and quality of heroes as in post-Islamic era.

3 Khalid ibn-al-Walid and Amr ibn-al-'As did not take part in the military campaigns against Persia, Syria and Egypt.

4 The military campaigns of the Moslem leaders can be favourably compared with those of Napoleon and Alexander.

5. The inhabitants of Syria, Palestine and Egypt did not welcome the Arabian newcomers.

6. The ancient Near East recovered its early lands through the Moslem conquests.

7. The East re-awoke under the influence of Islam.

8. The new conquerors demanded more tribute than that demanded by the old conquerors.

9. The conquered people of the East could not pursue their religious practices with freedom under the rule of the Arabian conquerors.

10. The Arabians' new faith inculcated in them an utter contempt for death.

Language Drills and Exercises

A ***Notice the use of the co-ordinating conjunction 'as well as' in the following sentence :***

The native Semites of Syria and Palestine, as well as the Hemites of Egypt, looked upon the Arabian newcomers as near to them.

This can be re-written :

1. **The native Semites of Syria and Palestine looked upon the Arabian newcomers as near to them.**
2. **The Hemites of Egypt looked upon the Arabian newcomers as near to them.**

Now join the following pairs of sentences using 'as well as' Make the necessary changes.

1. Miss Bassam teaches us English. Mrs. Akram teaches us English.
2. The car was almost new. The car was in good condition.
3. On the table for tea there were cakes. There were biscuits and sandwiches.
4. The fur coat was soft. The coat was warm.
5. Hassan went with us on the trip to Tyre last Friday. Nabih went with us too.
6. It was cold on the way to Baalbak. It was also foggy.
7. The music was excellently performed. The acting was excellent too.
8. On starting to answer the questions I discovered the loss of my pen. I discovered the loss of my exercise-book.

B. Notice the structure of the phrasal verb 'look upon' which consists of a verb + an adverbial particle. It has an idiomatic meaning (i.e. the meaning cannot be deduced from the two parts separately). This is a common feature in English. Any good dictionary will list such combinations under the verb

The Advanced Learner's Dictionary of Current English or *The Concise Oxford Dictionary* are useful in this respect.

Now look up the following phrasal verbs and then put them in the spaces below

look after — look down on — look for — look forward to — look into — look on — look through.

1 **I must these bills and check them before I pay them.**

2. **I'm to seeing you again.**

3 **When she married the manager she ... ... the office girls she had worked with.**

4. **Who will the children while their mother is in hospital ?**

5. **He didn't play tennis, but he just ....**

6. **The unemployed worker has .. .. a job for three months.**

7. **The investigator will . . . .. the causes of the railway accident.**

C. ***Notice the meaning of the word 'millennium' and learn the following :***

a decade = ten years

a century = one hundred years

a score = twenty

a dozen = twelve

a gross = twelve dozen

i. *How long are the following ?*
four centuries; two millennia; six decades; a quarter of a century.

ii *How many are the following ?*
three score; four dozen; two gross.

D. *Use each of the following words or phrases in a sentence of your own :*

a nursery of heroes — bear favourable comparison — stimulus — domination — pursue their religious practices — fired with new enthusiasm.

E. *Complete the following sentences with reference to the passage :*

1. As soon as the Prophet died ....
2. As a result of the Moslem conquests in the ancient Near East ....
3. Because the Arabs .... the conquered could pursue their religious practices.
4. The Arabians represented ....
5. The new faith taught the Arabs ....

F. *Re-read the passage and then answer the following questions :*

1. When did the Arabs awake, according to the writer ?

2 To what did the writer compare the military campaigns led by the Arab heroes ?

3. Why did the inhabitants of Syria, Palestine and Egypt welcome the Arab conquerors ?

4. What freedom could the conquered people practise under the Arab rule ?

5. What qualities, in the writer's opinion, have the Arabs as fighters ?

G. *Translate the second paragraph into Arabic.*

6. THE RESPONSIBILITY OF THE JOURNALIST IN DEVELOPING SOCIETIES

In spite of *fundamental* differences in outlook among the leading journalists of the world, they agree that press, radio and television should serve, as a primary duty, the societies in which they play such a powerful role.

It is also agreed that the journalist could not fulfil his proper role in the complex *contemporary* world without a solid education and full professional training. This training should be not only technical and cultural but also moral. The journalist undertakes no light task in bringing the news of the world, the news of the nation and the news of the community to his public, in explaining it, ***interpreting*** it, commenting on it, in praising, criticizing and ***exhorting***.

Particularly if the journalist is working in the exciting environment of a new and developing nation, he has additional opportunities and responsibilities. Here, even more than in a developed society, the *mass media* are instruments of education and national progress. Economic and social development ***involves*** change — change from traditional ways of living and working to new practices which improve *productivity*, health and social standards. The mass media can make a very important *contribution* to this process by

bringing information about desirable innovations and helping to create a convenient climate for change.

In these conditions, the journalist has a key role for which he needs *thorough* preparation. To serve his community effectively, he should be trained to understand his social environment, the traditions and culture and *aspirations* of his people, the *dynamics* of change, the *implications* and mechanics of political, economic and social progress.

(E. L. Sommerlad, *Unesco Features)*

Vocabulary

fundamental	of great importance
contemporary	of the present time
interpret	show, make clear, the meaning of
exhort	urge; advise earnestly
mass media	means (press, radio, television, etc.) of importing information to and influencing the ideas of enormous numbers of people
involve	have as a necessary consequence
productivity	the rate at which goods are produced
contribution	act of joining with others in giving (help) to a common cause
thorough	complete in every way
aspirations	earnest desires
dynamics	moral forces that produce activity or change
implication	something hinted at or suggested, but not expressed; what is implied

Comprehension

With reference to the passage choose between yes and no answers; follow the example given; pay attention to the verb form:

1. Should the press, radio and television serve, first and foremost, the societies in which they practise their activities ?

   Yes, they should

2. Do the press, radio and television play a powerful role in their societies ?

3. Does a journalist need a solid education and professional training ?

4. Is moral training of secondary importance to a journalist ?

5. Does a journalist find it easy to bring the news of the world and the news of the nation to his public ?

6. Has the journalist in a developing country fewer responsibilities than his colleague in a developed society ?

7. Do mass media in developing countries serve as means of education ?

8. Can mass media contribute to the process of economic and social development in developing countries ?

9. Does economic and social development involve change from traditional ways of living and working ?

10. Should a journalist be trained to understand his social environment, the traditions and cultures of his people ?

Language Drills and Exercises

A. *Notice the following structure* :

In spite of fundamental differences in outlook among the leading journalists, they agree that press, radio and television should serve their societies.

The italicized phrase can be expanded into an adverbial clause of concession (contrast) by the use of although (or though) and by supplying the appropriate verb form, i.e.

Although there are fundamental differences in outlook among the leading journalists, they

Now turn the italicized phrases in the following sentences into *clauses by using though (or although)* :

1. *In spite of his richness*, my uncle is still unhappy.
2. *In spite of his many mistakes*, he was not punished.
3. *In spite of my great help*, he never thanks me.
4. *In spite of his wide knowledge*, he could not explain such a simple question.
5. *In spite of his technical training*, my brother was unable to repair our television set.
6. *In spite of his strong voice*, nobody could hear him.
7. *In spite of the great speed of the train*, it arrived late.
8. *In spite of the cold weather outside*, she insisted on wearing a light blouse.

B. I *Notice that the word 'media' is an irregular noun plural. Its singular form is 'medium'. Now look up the plurals of the following nouns* :

oasis; basis; crisis; analysis; thesis; hypothesis;

criterion; phenomenon;

stimulus; nucleus;

maximum; curriculum; minimum.

II. *Notice also that the word 'news' is a singular noun. It has no plural form. Likewise, the following nouns have no plural form in English.*

information; advice; knowledge; furniture.

Now can you find out what is wrong with the following sentences ?

1. I have come to improve my knowledges of English.
2. Can you give me any informations or advices on this project ?
3. The news I heard this evening are pleasant.
4. I opened the letter and found that it contained an important information.
5. I went to my doctor for an advice about my health.

C. *Observe the following sentences* :

1. *The journalist is working* in the exciting environment of a new and developing nation.

2. *He has* additional opportunities and responsibilities.

3. *Mass media are* instruments of education and national progress.

You notice that a singular subject takes a singular verb (sentences 1, 2) and a plural subject takes a plural verb (sentence 3). Such formal correspondence in English is called 'concord' or 'agreement'.

Now re-write the following paragraph, starting with 'Both my daughters...', and making any other necessary changes :

My daughter insisted the other day on wearing her new dress. She was going to visit a girl-friend. When she put on her dress and coat, it started to rain. Her mother advised her to take her umbrella with her, but she refused saying that the rain would stop after a while. She went out, but after a short time she came back drenched to the skin. Her new dress was wet, and water was running down her face. She decided that next time she would not go out without taking her umbrella with her, whether there was rain or not.

D. *Put the verbs between brackets in the correct tense.*

a) The journalist just (decide) that he (undertake) the job.

b) A clever journalist usually (bring) exciting news to his public.

c) I (read) the newspaper when my guests (arrive) last night.

d) The reporter just (come) and (see) you in ten minutes.

e) She (come) as soon as she (finish) the article. You (be) ready to receive her ?

f) The editor (not leave) for Cairo since he (attend) the last press conference three years ago.

g) When I last (stay) in Beirut, I (visit) Sidon by a car that I (borrow) from my friend the day before.

E. ***Re-read the passage carefully and then answer the following questions :***

1. What are some of the duties of the journalist in a developing society ?
2. What role do mass media play in developing societies ?
3. What kind of training should the journalist have ?
4. What qualifications, in your opinion, should the successful journalist possess ?
5. What does the writer mean by saying that the journalist's training should be also 'moral' ?

F ***Write a short paragraph on 'School Radio and Television Service'. Here are some useful phrases :***

popular among students — set up by the Ministry of Education — in most Arab countries — technical help sometimes offered by Unesco experts — radio courses include different subjects — sound effects used — illustrate life in some countries — programmes on industries — photographs accompanying each programme sent to schools in advance.

G. ***Translate the third paragraph into Arabic.***

7. INDUSTRY : FROM THE HUT TO THE FACTORY

In very primitive communities, women usually devote a fairly large part of their time to the production of a variety of goods for *household* use, such as containers for food, cooking *utensils*, mats and carpets, and to make clothing for the family. Moreover, in many regions women help in the construction of houses; they collect building materials, *plaster* the walls, make the necessary furnishings, etc. At this stage of *subsistence* economy, although nearly all the women take part in such activities, none of them — and none of the men for that matter — spend all their time at it.

At a later stage, certain of the goods used in daily life begin to be exchanged between people within a village or with people in neighbouring villages. Usually, some men as well as women begin to produce for sale some of the goods *hitherto* produced for family *consumption* only. Some women may specialize in preparing for sale ready-made dishes. Others specialize in the production of clothing, mats and carpets for sale, and many women are professional *potters* or basket weavers at village level.

With further economic development and improvement in the transport system, markets for professionally made *artisan* products may widen, and some villages, where such things are made for sale, may grow into small towns, with an economy based partly

upon such home industries and partly upon market trade for the surrounding region. If such a centre of home industries appears to have specialized in products which are traditionally produced by women we may find a very high female *participation* in them.

Clifford Geertz has studied the changes which take place when production for domestic use is transformed into a home industry producing goods for sale. In a study of a small Indonesian town, Geertz found that some goods which in the villages were produced for family use in *slack* periods of farming, were produced in the town on a larger scale for sale in the markets, but with the use of the same techniques. The processes were simple and known by *virtually* everybody — men, women and children. In one neighbourhood he found five home industries producing bean - curd (a soy bean sauce for rice dishes). In that neighbourhood, almost every man, woman and child over the age of nine or ten was giving some time every month to the manufacture of bean-curd, but none drew a full living from it. Because the method of production was so simple that almost anybody could do any job, the organization of work was extremely flexible. People might come and go more or less freely, working when they wished and being replaced by others from the neighbourhood when they gave up working. Women were not only active as workers in these home industries; one *enterprise* had been started by a woman and was being run by her.

(E. Boserup, *Woman's Role in Economic Development*)

Vocabulary

household — all persons (family and servants) living in a house

utensils	:	instruments, tools, etc. especially for use in the house
plaster (v.)	:	cover (a wall, etc.) with plaster (a soft mixture of lime, sand, water, etc. used for coating walls and ceilings)
subsistence	:	existence; means of existing (subsistence economy : one that is only just enough to enable men and women to exist)
hitherto	:	until now
consumption	:	the use of (food, materials, goods, etc.)
potter	:	maker of pots
artisan	:	skilled workman in industry or trade
participation	:	act of having a share; taking part (in)
slack	:	inactive; with not much work to be done
virtually	:	in fact; practically
enterprise	:	undertaking, especially one that needs courage or that offers difficulty

Comprehension

A. *Check (√) the correct answer. There is only one correct answer in each group :*

1. Women usually devote a large part of their time to the production of goods for household in

   i. advanced communities

   ii. very primitive communities

iii. developing communities

2. In many regions in primitive societies women help men in

   i. cooking

   ii. farming

   iii. the construction of houses

3. At later stages economy is based on

   i. home industries and market trade

   ii. imported goods

   iii. industries produced on a large scale in factories

4. In one neighbourhood of the Indonesian town Geertz found the people producing

   i. clothing

   ii. bean-curd

   iii. cooking utensils

5. The method of production in the neighbourhood of the Indonesian town was

   i. simple and flexible

   ii. complicated

   iii. rigid

B. *Re-arrange the following sections such that they will form a summary of the passage.*

1. At a later stage people begin to exchange certain goods used in their daily life. Some families begin to sell some of the home-made goods. The members of the family specialize in the production of different articles.

2. Furthermore, women in primitive societies help in the construction of houses such as the collection of building materials, the making of necessary furnishings and the like.

3. With further development in economy and improvement in transport system villages which produce certain industries may grow into small towns. Women may participate in the production of such industries.

4. In very primitive societies women take part in the production of various goods such as food containers and cooking utensils.

Language Drills and Exercises

A. *Notice the following two sentences :*

Some women may specialize in preparing for sale ready-made dishes.

Other women specialize in the production of clothing, mats and carpets.

The second sentence may be re-written :

Others specialize in the production of clothing, mats and carpets.

More examples :

1. Some students are bright.
2. Others are just average.

1. Some people live in hotels.
2. Others live in flats.

Now provide pattern 2. sentences in the following :

1. Some boys are pretty smart.
2. Some women are good cooks.
3. Some events are important in the history of mankind.
4. Some men are hard workers.
5. Some restaurants serve Lebanese food.
6. Some cars make forty miles to the gallon.
7. Some people enjoy listening to the radio.
8. Some shops accept cheques.
9. Some people can cause much harm.
10. Some newspapers usually attack the policy of the government.
11. Some customers give waiters a big tip.
12. Some persons can have a great influence.

B. Notice the use of the simple past tense in the following sentences :

1. *Geertz found that some goods were produced* in the town

on a large scale for sale in the market.

2. The processes were simple.
3. None drew a full living from it.

The simple past tense is used to express an action wholly completed at some point, or during some period in the past. It is usually accompanied by time indicators such as yesterday, last week, in 1948.. etc., e.g.

My cousin arrived at our house yesterday.

We went to the theatre last night.

Now read the following sentences beginning with the words between brackets, and make the necessary changes :

1. I eat eggs for breakfast. (yesterday)
2. It rains in the mountains. (last month)
3. They sleep on the balcony. (all last week)
4. I do not see a black tulip. (in my dream last night)
5. Do you play football ? (when you were a boy)
6. Hoda makes many mistakes. (when she was at school)
7. His brother goes to London. (in 1965)

C. Notice the following sentences :

Women usually devote a fairly large part of their time to the production of a variety of goods.

In many regions women help in the construction of houses.

Many women are professional potters or basket weavers

Each of these sentences contains only one independent clause, i.e a clause which can stand alone as a complete and independent human utterance. This is called a *simple sentence*

Now use each of the following combinations of words or phrases in a simple sentence. You may refer to the passage

1. take part in — activities.
2. specialize — ready-made dishes.
3. some villages — small towns.
4. produce — bean-curd.
5. women — enterprise.

D *Supply words from the passage in place of those in italics. Make changes where necessary.*

1 We should have a *number of different* patterns to choose from.
2 Household *instruments and tools* are useful for various purposes.
3. Countries *give* goods *in place of others.*
4. The *use* of petrol went down when the tax on it went up.
5. He is a football-player *who practises football as a full time occupation.*
6. He was dismissed from his post because of his *taking part* in the plot

7 I greatly admired Ahmad because of his courage and willingness to engage in such *undertakings.*

E *Re-read the passage carefully and then answer the following questions* .

1. For what purpose are goods in primitive societies produced ?
2. Mention three activities in which women take part in primitive societies.
3. When do markets for manufactured goods begin to expand ?
4. When do villages usually grow into small towns ?
5. How were home industries produced for sale in the town markets, according to Clifford Geertz ?
6. What does this passage prove about women's role in economic development ?

F. *Study the following dialogue between a waiter and two customers at a restaurant :*

Customer 1 : Shall we sit at this table ?

Customer 2 : How about that one near the window ?

C 1 : Fine. Here's the waiter. What would you like to have ?

C 2 : Let's see the menu first.

Waiter : Are you gentlemen ordering a juice first ?

C 2 : No, thanks. Just bring us the menu, please.

Waiter : Here you are, sir. Shall I take your orders now, sir ?

C 1 : I'll have the fish and rice dinner. My friend will have the same.

Waiter : How about some fruit ? You can have either bananas or oranges.

C 1 : My friend wants bananas. I just want coffee, please.

C 2 : How are we going to settle the account ? Shall we pay the waiter or the cashier ? How much tip shall we leave the waiter ?

C 1 : I'll take care of it all. Be my guest.

To the Instructor : Try to engage with one of the students in a similar dialogue, say between a bookseller and a customer; then have pairs of students engage in dialogues along this line.

G. Translate the second and third paragraphs into Arabic :

8. THE SOCIAL ENVIRONMENT

Because the formation of personality is an individual process and the *determinants* best studied as they relate to each particular person, it is not easy to list in detail all the factors within the environment which play a part in its development. It could be argued that every person met, every object seen and every lived experience influence an individual in some small way. There are, of course, *significant* people, objects and events in every person's life, but it is difficult, for a number of reasons, to generalize and say these particular people, objects, or events are *decisively influential* in all cases and at all times.

First, an event that is significant for one person's development may be relatively insignificant for the development of another. Many children pay school visits to art *galleries*, shipbuilding yards, law courts, but only one or two may be so influenced by the visit that they determine there and then to become artist, *shipwright*, or lawyer, and *eventually* achieve this ambition. Whereas for most people any experience is interesting and contributes a little towards their growth, for the few the same experience may play a significant part in deciding a whole way of life. The *troupe* of *acrobats* who *pitched* tents just outside St. Omer in France in 1829 made for the people of the town a pleasant *diversion* from the routines of everyday living. However, for six-year-old Jean François

Gravelot (later to become Blondin, the famous tight-rope walker) the acrobats were more than entertainment; they were a source of inspiration and first *stimulated* his determination to become a tight-rope walker.

Second, an unfavourable circumstance or event may have a serious effect on one child's personality but a less serious effect on that of another. For example, we feel quite justified in concluding that a home in which a child is neglected and unloved is unfavourable. Yet, whereas for one child this circumstance is *devastating* to his happiness and to his feelings of *security*, another child may escape, to some extent, the unfavourable effects because he has an affectionate aunt and uncle whom he visits, or a sympathetic neighbour who partly compensates for the neglect and lack of affection within the home.

(J. Gabriel, *Children Growing Up*)

Vocabulary

determinant		determining or deciding element or factor
significant		important
decisively	.	definitely
influential	:	having influence
gallery	:	room or building for the display of works of art
shipwright	·	shipbuilder
eventually		in the end

troupe		company, especially of actors or of members of a circus
acrobat	:	person who can do clever things with his body, such as balancing on a rope
pitch (v.)		set up, erect (a tent, camp)
diversion		amusement; entertainment; turning the attention away (from)
stimulate	:	rouse; excite; quicken thought or feeling
devastate		ruin; make desolate
security		safety; freedom from danger or anxiety

Comprehension

Read the passage carefully Put (T) against true statements and (F) against false ones

1. The formation of personality is a social process.
2. It is easy to list in detail all the factors which play a part in the development of personality.
3. There are significant people, objects, and events in every person's life.
4. It is easy to generalize by saying that these people, objects or events are influential in all cases.
5. An event that is significant for one person's development may be relatively insignificant for the development of another

6 For a few people, a given experience may play a significant part in deciding their whole way of life

7. For Jean François Gravelet the troupe of acrobats was more than mere entertainment.

8. The acrobats did not stimulate Gravelet's determination to become a tight-rope walker.

9. An unfavourable event may have a serious effect on one child's personality but a less serious effect on that of another.

10. Some children may escape the unfavourable effects of an unloving home where these children are neglected.

Language Drills and Exercises

A. *Observe the italicized clauses in the following sentences*

1. The troupe of acrobats *who pitched tents outside St. Omer* made for the people of the town a pleasant diversion.

2. He has an affectionate aunt *whom he visits.*

These clauses qualify the nouns that precede them. They do the work of adjectives. They are called adjectival (or adjective) clauses. They are introduced by who and whom. Both relative pronouns are used for persons, but *who* is used when the noun qualified is a subject, and *whom* is used when the noun qualified is an object.

More examples

The student who answered all the questions correctly got a reward

He gave a tip to the waiter who served him

The man whom you met at my place left for Australia.

The servant whom I engaged only last week is sick.

Now combine the following pairs of sentences by using 'who' or 'whom' :

1. **Gabriel is a psychologist. He wrote 'Children growing up'**
2. **Our neighbour's wife has just had her third baby. You met her last Monday.**
3. **The student lent you his camera. He is absent today.**
4. **The girl is my daughter. You saw her on the balcony.**
5. **This is the contractor. He built our house last year.**
6. **The student was killed in the air crash. He played the role of Macbeth.**
7. **The driver cannot be depended upon. We employ him.**
8. **The government compensated the people. They lost their houses in the flood.**
9. **Did the children bother you ? You were teaching them last night.**
10. **The guide waited at the citadel. We hired him.**

B Notice the following structures :

art gallery — law court — shipbuilding yard.

These are compound nouns formed from

Noun (modifier) + noun (head)

The modifier in the third example is itself a compound formed from a noun + a verbal noun The underlying sentences in these compounds are :

The gallery (is) for art.

The court (is) of law.

The yard (is) for building ships.

Now transform the following sentences into compounds. Follow the example given

1. The bookstore sells books.
   bookstore
2. The woman serves with the police.
3. The girl goes to school.
4. The driver drives a taxi.
5. The machine washes clothes.
6. The man delivers the post
7. The box holds matches.
8. The street is on the side.
9. The store sells shoes.

C *Notice how the negative of the adjective 'favourable' is formed by the addition of the prefix -un.*

Now form the opposites of the following adjectives in the same way, then put the opposites in the spaces below :

necessary. fortunate. interesting. pleasant; real.

1. This is an ...... complication since you are going to explain everything to him in your letter.

2. I do not like the way he treats his colleagues. He is an .... man.

3. He is .... because his house was destroyed in the fire that broke out last summer.

The child said to his aunt. 'I don't believe a word in that story. It is most ......'

5. I got out before the end of the performance. The play was ....

D. *Use the following phrases in sentences of your own :*

decisively influential — relatively insignificant — achieve one's ambition — to play a significant part — a pleasant diversion — a source of inspiration — unfavourable effects.

E. *Re-read the passage, then answer the following questions :*

1. What are some of the factors that play a part in the development of personality ?

2. Why is the formation of personality an individual process ?

3. In what way was Jean Gravelet influenced by the visit of the troupe of acrobats to his town ?

4. How may a child escape the unfavourable effects of lack of affection at home ?

F. *Write a short paragraph on 'Society and the Individual'. You may use the following words and phrases.*

society and the individual inseparable — man — social animal — influence of society on man — language is a social acquisition — environment determines man's thought — individual apart from society — speechless — mindless.

G. *Translate the first paragraph into Arabic.*

9. MOSLEM SEA-POWER IN THE MEDITERRANEAN

Moslem sea power has been connected with the Islamic conquest of eastern and southern coasts of the Mediterranean. It was inevitable that a bitter struggle should take place between Islamic and Byzantine forces. For some time the Arabs had to adopt a defensive policy in the face of the Byzantine superior sea power until they could build up their navy. Meanwhile, they *resorted* to the establishment of coastal fortifications and castles as *deterrents*. Moawiya ibn Abi Sufyan, *viceroy* of Syria during the califate of both Omar ibn al-Khattab and Othman, was aware of the importance of defending the coasts; and so he encouraged the inhabitants to settle down along the coasts and sail the seas.

There followed another stage of Islamic sea power which depended on defensive and *offensive strategy*. Thus he had to build up navies and make use of the inhabitants of Syria and Egypt who had experience in navigation such as the Copts in Egypt and sailors of Tyre and Sidon. In addition, he had to make use of Yemenite sea-faring experience in pre-Islamic history.

Events moved to a head when he looked for other sources of wood for shipbuilding besides Egyptian *acacia* wood and Lebanese cedars. So he turned towards the Anatolian coasts. This led to the naval decisive battle of 'That al Sawari' in 34 H. between Byzan-

tine naval forces and the Islamic fleet. This sea battle established the *supremacy* of the Islamic sea power in the Mediterranean and encouraged them to look for more sea conquests in the East and West of Mediterranean, a matter which had historical *repercussions*.

(A. El-Abbady and E. Salem,
Moslem Sea-Power in Egypt and Syria)

Vocabulary

resort (s)	:	make use of for help or to gain one's purpose, etc.
fortifications	:	defensive walls, towers, earthworks, etc.
deterrent		thing tending to, intended to hinder or discourage
viceroy	:	person governing as the deputy of a sovereign
offensive	:	used for, connected with, attacking
strategy	:	the art of planning operations in war
acacia	:	(sorts of) tree from which gum is obtained
supremacy	:	act of being highest in authority
repercussions	:	far-reaching and indirect effect (of an event, etc.)

Comprehension

With reference to the passage choose between yes and no answers; follow the example given. Pay particular attention to the verb form.

1. Has the Moslem sea power been connected with the Islamic conquest of eastern and southern coasts of the Mediterranean ?

   Yes, it has.

2. Did a bitter struggle take place between Islamic and Byzantine forces ?
3. Did the Arabs have to adopt at first an offensive policy in the face of Byzantine superior power ?
4. Did the Arabs resort to the establishment of coastal fortifications and castles ?
5. Was Moawiya Ibn Abi Sufyan unaware of the importance of defending the coasts ?
6. Did Moawiya discourage the inhabitants from settling down along the coasts ?
7. Was Moawiya obliged to build up navies ?
8. Did Moawiya make use of the inhabitants of Syria and Egypt who were experienced in navigation ?
9. Did Moawiya turn towards the Anatolian coasts to look for other sources of wood for shipbuilding ?
10. Was the battle of 'That al Sawari' between Persian naval forces and the Islamic fleet ?

11 Did the battle of That al Sawari establish the supremacy of the Islamic sea power in the Mediterranean ?

Language Drills and Exercises

A. *Notice the use of 'had to' in the following sentences*

i. For some time the Arabs had to adopt a defensive policy

ii. He had to build up navies.

iii. He had to make use of Yemenite seafaring experience in pre-Islamic history.

'Had to' here expresses obligation or compulsion in the past. The present tense form of 'had to' is 'have to'.

Now read the following sentences using 'have to' according to the tense given. Follow the examples below :

1. **He does his work by himself.**

   He has to do his work by himself

2. **He did his work by himself.**

   He had to do his work by himself.

3. **They used bombs to blow up the tunnel.**

4. **He changes his clothes for dinner.**

5. **She stays in the library all day.**

6. **I used a dictionary for my translation.**

7. **He showed me the way to the director's office**

8 The boy gets up early every morning

9 The students answered in English

10 He brushes his own shoes every day

11 My brother went out through the window because he had lost the key.

12 The clerk showed it to me to get my approval

B. *Notice the use of the conjunction 'and so' in the following compound sentence :*

Moawiya ibn Abi Sufyan was aware of the importance of defending the coasts; and so he encouraged the inhabitants to settle down along the coasts.

The conjunction 'so' (or 'and so') suggest consequence.

More examples :

The snow began to fall; so we went back to Chtoura.

He disobeyed the rules of the school; so he was dismissed.

Now join the following pairs of sentences to form one compound sentence by using 'so' or 'and so' :

1 The boy didn't do his work His mother complained to his teacher.

2 My car was stuck. I had to send for a mechanic to repair it.

3 His sister dropped the dish. The hot food burned her foot.

4. The four tourists were lost in the mountains. The police sent a helicopter to search for them

5. School starts at eight o'clock My little daughter has to get up at half past six.

6. The prices of meat and vegetables have gone up The government must take measures to reduce them

7. The commander gave the orders. The soldiers began their attack against the camp.

8. The weather was very cold. We had to postpone our attempt to climb the mountain.

9. The patient did not obey the orders of his doctor He had to stay in bed for a long time.

10. He does not visit the dentist regularly. He will have decayed teeth.

C. *Notice that the following words which occur in the passage may be used as nouns and verbs :*

struggle — resort — experience — use.

Now use the following as (a) nouns, and (b) verbs and indicate the change in pronunciation :

conduct — contest — content — torment — accent — refuse — produce.

D. *The verb from 'deterrent' is 'deter'. What are the verbs from the following nouns ? Use each verb in a sentence of your own :*

fortification — defence — offence — navigation — decision— conquest.

F Complete the following sentences with reference to the passage

1. Before the Arabs   they could not adopt an offensive strategy against the Byzantine forces
2. While   the Arabs went on setting up coastal fortifications.
3. Both Moawiya and Omar ibn al-Khattab were aware of the fact that
4. Moawiya made use of the Syrians and Egyptians because ....
5. Moawiya turned towards the Anatolian coasts so that ....

F Re-read the passage carefully and then answer the following questions :

1. What was the main reason for the conflict between the Islamic and Byzantine forces ?
2. Why were the Arabs forced to adopt a defensive policy at the beginning ?
3. How did the Arabs defend their coasts before they had a naval power ?
4. Why did Moawiya turn towards the Anátolian coasts ?
5. What was the importance of the battle of 'That al Sawari' for Moslem sea-power ?

G. Write a short paragraph of about 10 lines on 'Islam'. The following are some words and phrases that you may use ·

Islam-a way of life — aspects of Islam — religious, political and cultural — the religion of a few simple tribes — grew into great faith — millions of followers different races, nationalities, and ethnic groups — one of the greatest world religion

H Translate the first paragraph into Arabic.

10. PHILOSOPHY

The word 'philosophy has from the beginning been loosely used. *Apparently* it, or rather the word 'philosopher', was coined, or at least first given *publicity* by the Greek philosopher Pythagoras, in the sixth century B.C., who spoke of itself as a 'philosophos' or lover of wisdom. After that, we find the term and its *derivatives knocking about* in everyday Greek to indicate a love of thinking about things and the possession of a thoughtful and *reflective* attitude towards life in general. This *incidentally* is the popular significance of 'philosopher' and 'philosophy' today.

It was Plato, however, who gave a specific and technical meaning to words of this group, when he described the 'philosopher' as one whose attention was fixed on reality rather than appearance and whose characteristic interest lay in *grasping* the essential being and nature of things. Since his time 'philosophy, in its widest and broadest sense has meant a *reflective* and reasoned attempt to infer the character and content of the universe, taken in its entirety and as a single whole, from an observation and study of the data presented by all its aspects.

We may say at once that this attempt has never succeeded in reaching a conclusion upon which all philosophers agree. The total nature of the universe remains an unknown quantity — a

mystery — and no satisfactory piecing together of even those aspects of it with which we are acquained has ever been *accomplished*. There always have been, are now, and probably ever will be, a number of opposed philosophic systems in the field, each one claiming that it makes more sense than the others. We must not, however, assume from its inconclusiveness that the history of philosophy is simply an account of one vain *speculation* after another — between which no connection can be established and in whose *sequence* no progress can be *discerned*. For a number of reasons it does not revolve in a circle, but revolves in a *spiral*.

(B.A.G. Fuller, *A History of Philosophy*)

Vocabulary

apparently	:	clearly, obviously
publicity	:	the state of being known to everyone
derivative	:	(word) derived from another
knock about	:	wander; travel here and there
reflective	:	thoughtful; in the habit of reflecting
incidentally	:	by the way; by chance; in a casual manner
grasp	:	understand
accomplish	:	perform; finish successfully
inconclusiveness	:	act of being not decisive or convincing
speculation	:	meditation
sequence	:	succession; following on; connected line of (events, ideas, etc.)

discern	sea clearly (with the eyes or with the mind)
spiral	advancing or ascending continuous curve winding round a central point

Comprehension

Check (√) the correct answer There is only one correct answer in each group.

1 The word 'philosopher' was first given publicity by

i Plato.

ii. Socrates.

iii. Pythagoras.

2. What does the word 'philosophos' mean ?

i a teacher of wisdom.

ii a lover of wisdom.

iii. a giver of wisdom.

3. What is the popular significance of 'philosophy' today ?

i. the possession of a thoughtful and reflective attitude towards life in general.

ii a practical attitude towards the solution of problems.

iii a pessimistic attitude towards events and fate.

4. Who gave the words 'philosophy' and philosopher their specific and technical meaning ?

i. Einestein.

ii. Huxley.

iii. Plato.

5. According to Plato, the philosopher's characteristic interest lies in

i. dealing with the appearance of things.

ii. grasping the essential being and nature of things.

iii. thinking superficially about things.

6. Why has the attempt to infer the character and content of the universe never succeeded ?

i. because the total nature of the universe remains a mystery.

ii. because philosophers have not tried to think of its nature.

iii. because of lack of data.

7. What do the opposed philosophic systems in the field claim ?

i. that they have to co-operate together to reach conclusions.

ii. that they have failed in their attempt.

iii. that each one makes more sense than the others.

Now re-write the following sentences. Begin your sentences with the italicized objects and make the necessary changes. You can leave out the agent in the last four sentences.

1 Universities should encourage *new discoveries*.

2 Universities are offering *new ideas in economics.*

3. The U.N. Special Fund finances *international research teams.*

4. Higher education cannot provide *wisdom*.

5. Teachers should adopt *new methods* in their classes.

6. The Ancient Egyptians built *stately palaces and temples of stone masonry.*

7. They are holding *a meeting* this afternoon.

8. The policeman is chasing *the thief.*

9. The servant tidies up *my room* every day.

10. The cook has prepared *the food.*

II. Rewrite the following sentences. Begin with the italicized phrases or with those between brackets. Make the necessary changes.

1. The new buildings will be completed before the next academic year. (The contractor)

2. Six novels are being studied by the *students of the fourth year.*

3. The letter was signed by *the Dean* an hour ago.

4 Four matches will be played by *our University team* this year

6 The windows were smashed with large stones (The demonstrators)

7 Petrol is now being made from coal (The companies)

8. A doctor has been sent for. (Somebody)

D. *Fill in the spaces with words from the passage :*

a) Ghost stories are unreal; they are ....

b) A scientist should .... in his work.

c) Children at ...... schools are taught .... arithmetic.

d) He .... to his daughter some amusing stories about his old servant.

e) Several African colonies have been given .... . .

f) The Arabs fought a ....battle with Israel.

g) The Arabs won the victory owing to their .... superiority.

E. ***Use each of the following words or phrases in a sentence of your own :***

contemporaries — observation — an infinite variety — struggle against — internal divisions.

F. ***Re-read the passage and then answer the following questions:***

1. Why does Herodotus deserve the title « the father of geography » ?

What kind of food was the baby given ?

The nurse didn't know

4. Where were the dictionaries kept ?

Nobody knows ———

5. What does this sign mean ?

Everybody ought to know ———

6. Which team will win the match ?

I'm not sure ———

7. How did the shooting begin ?

Why are you asking me ——— .

C. *Change the italicized phrases into Noun Clauses, e.g.*

Tell me *the reason of his absence.* (phrase)

Tell me *why he was absent.* (noun clause)

1. The police did not discover *his hiding-place.*
2. Can you tell me *the distance to Damascus ?*
3. Nobody knows *the reason of his sudden departure.*
4. Do you know *the author* of this novel ?
5. The experts tried to find out *the cause of the fire.*
6. I suppose you know about *my plans* when I go back to Jordan.
7. The registrar at the Faculty didn't believe *my story.*
8. His friends asked him about *the date of his marriage.*

D Supply the correct tense

1 We (go) to Baalbek last Sunday While we (eat) our lunch there a man (fall) from the wall and (hurt) his leg. We (take) him to the hospital in our car. and we (to see) him twice since then He (get) better now.

2. I (go) to Germany five years ago. Since then I (not speak) German, and I (forget) nearly all I (learn) there.

3. You (not learn) a foreign language perfectly unless you (live) in the country where it (be) spoken.

E. *Use each of the following words and phrases in a sentence of your own :*

specific — in its widest sense — data — to reach a conclusion — mystery — aspects — opposed systems.

F. *Re-read the passage and then answer the following questions :*

1. What was the word 'philosopher' originally derived from ?

2. What is the popular meaning of the word 'philosophy' today ?

3. What is the technical meaning of the word 'philosopher' according to Plato ?

4. What does each philosophic system claim ?

5. What do you think the writer means by saying that 'the history of philosophy revolves in a spiral' ?

G. *Write a short paragraph on 'Peaceful Co-existence'. You may use the following phrases :*

two world wars — to make the world safe for democracy — war today for the goal of making the world safe for diversity — no alternative to co-existence except war — world inhabited by over 3 billion human beings — variety of races, cultures and colours diversity in religious beliefs and political ideologies — we have to live together in peace.

H. Translate the last paragraph in the passage into Arabic.

11. HERODOTUS AS EXPLORER OF THE OLD CONTINENT

Herodotus has been called the father of history; but he might equally well be called the father of geography. He offered his *contemporaries* of the mid fifth century a picture of the whole barbarian world, the word 'barbarian' being taken merely in the sense of 'foreign', in the sense in which the Greeks used to say that the swallow 'speaks barbarian'. He presented his readers with the old continent, the known, the unknown and the sometimes imaginary, the three old continents. He does not know why three are counted, because, as he says, the earth is one. 'Besides', he remarks, 'I cannot understand why three different names have been given to the earth, which is one.' These names are Europe, Asia and Libya, meaning Africa. The observation was to remain accurate until A.D. 1492.

The earth is both single and *diverse*, peopled with races and nations which, governed by the same elementary needs, satisfy these needs by an infinite variety of different customs. Herodotus' fundamental aim was in the first place to relate the great *exploits* of the Persian wars. These took place about the time of his birth (he was born towards 480 B.C.) and occupied almost exactly the first half of the fifth century. For young Greece they were a *decisive ordeal*. The Greeks overcame the ordeal, fighting the

invader as one would struggle against the tide, fighting often one against ten and thus *safeguarding* that fierce love of independence which, according to Herodotus, distinguished the Greeks from all other peoples and make them free citizens. Herodotus was not mistaken in distinguishing the Greeks from the 'barbarian' world by this feature. They wished to remain free and that is why, under the different conditions of a terrifying *numerical inferiority* and of the chronic internal divisions that set each city in opposition to the others, and, inside each city, aristocrats in opposition to democrats, they won the victory. It was their *ineradicable* love of liberty that enabled them to *prevail*. Herodotus says so clearly; and that is why he loved his people.

(André Bonnard, *Greek Civilization*)

Vocabulary

contemporary (n).	:	person belonging to the same time
diverse		of different kinds; quite unlike in quality or character
exploit		bold or adventurous act; brilliant achievement
decisive	.	having a decided or definite outcome or result
ordeal	:	any severe test of character or endurance
safeguard (v)		protect, guard (against)
numerical		of numbers
inferiority		state of being lower in rank, social position, importance, quality, etc

ineradicable : that cannot be rooted out; firmly and deeply rooted.

prevail gain the victory (over), fight successfully (against)

Comprehension

With reference to the passage put (T) against true statements and (F) against false ones :

1. Herodotus has been called the father of history.
2. He lived in the seventh century
3. He presented his readers with the three old continents.
4. He wonders why three continents are counted.
5. He says that the earth is one.
6. Herodotus' main aim was to relate the great exploits of the Roman wars.
7. The Persian wars occupied the second half of the fifth century.
8. According to Herodotus, the fierce love of independence distinguished the Greeks from all other peoples.
9. In spite of the internal divisions among the Greeks they won the battle against the invader.
10. Herodotus loved his people because of their deeply rooted love of liberty.

Language Drills and Exercises

A *Notice the use of the co-ordinating conjunction 'both... and' in the following sentence*

The earth is both single and diverse.

This sentence may be re-written :

1 **The earth is single.**

2. **The earth is diverse.**

The use of 'both... and' suggests addition. Now join the following pairs of sentences using 'both... and' :

1. **The fur coat was soft. It was warm.**
2. **She is intelligent. She is hard-working.**
3. **Herodotus was called the father of history. He was called the father of geography.**
4. **He drinks beer. He drinks wine.**
5. **She washed the dishes. She washed the glasses.**
6. **The baker makes bread. The baker makes biscuits.**
7. **He was an idler. He was a gambler.**
8. **My brother is interested in sports. He is interested in detective stories.**

B. *Study this structure*

It was their ineradicable love of liberty that enabled them to prevail.

The use of 'It was .. that' gives additional emphasis to the sentence, hence it is more emphatic than

Their ineradicable love of liberty enabled them to prevail.

Now re-write the following sentences using 'It was .. that' :

1 My refusal of the invitation made him angry.

2. The possibility of travelling through space encouraged man to discover the moon.

3. His attempt to climb the Himalaya mountains won him world fame.

4. His speed record in crossing the Channel was amazing.

5. His fierce fight for his people's liberty was greatly appreciated.

6. The story about her marriage was unreal.

7 Your success in the job pleases me.

8. His deliberate dishonesty was contemptible.

C. *Observe the following structure :*

Herodotus has been called the father of history.

This can be re-written

The people have called Herodotus the father of history.

In the first sentence 'Herodotus', i.e. the recipient of the action or the grammatical subject, is given emphasis and the verb is in the passive voice. The passive structure is often used to emphasize the recipient of the action rather than the agent. Notice also the deletion of 'by + the agent' in this sentence.

Language Drills and Exercises

A *Observe the following italicized clauses*

i *That the total nature of the universe has remained a mystery* is a well-known fact to philosophers.

ii. We must not think *that the history of philosophy is an account of one vain mode of thinking after another.*

These two clauses do the work of nouns. They are *Noun Clauses*. In sentence i, the noun clause is the *subject* of the verb (is). A subject noun clause always precedes its principal clause.

In sentence ii, the noun clause is the *object* of the verb (think) This is the most usual function of a noun clause. Noun clauses whether subject or object are usually introduced by 'that' or a wh relative (i.e. what, where, who, when, why, how, etc.). Here are some more examples :

She wanted to know *where her husband went last night.*

They asked *how he had made so much money.*

Why he left to Australia so suddenly will never be known.

What you told us about her marriage was untrue.

Now pick out the noun clauses in the following sentences and say whether the clause is the subject or the object of the verb :

1 That the word 'philosophy' was first coined by Pythogoras is well-known among philosophers.

2 We find that the term and its derivatives occurred frequently in everyday Greek.

3. Many people are wondering when the mystery of the universe will be solved.

4. Can you explain to me what the total nature of the universe means ?

5. What philosophers have been attempting to do is really too difficult for the ordinary man to understand.

6. We greatly appreciate what the various philosophic schools have been doing for humanity.

7. We must not assume that philosophic speculation has failed to achieve any progress.

B. *Form Noun Clauses by answering the following questions. Follow the examples given. Pay attention to word order and sequence of tenses :*

i. — Where did he go ?

— I don't know where he went.

ii. — Where does she live ?

— I can't tell you where she lives.

iii. — How much does it cost ?

— She didn't tell me how much it cost.

1. When is your father coming to see us ?

I don't know ————

2. Where did your brother hide the clock ?

How do I know ————

2. Why did Herodotus object to the division of the old world into three continents ?

3. What does the writer mean by saying that 'the earth is both single and diverse' ?

4. What was Herodotus' fundamental aim in his writings ?

5. What characteristics distinguished the Greeks from other peoples, according to Herodotus ?

6. What difficulties did the Greek confront in their war with the Persians ?

G. *Study the following dialogue between two teachers on 'The Role of Universities' :*

T1 : I notice that the number of students who want higher education is increasing every year.

T2 : I think the main reason is that they want to qualify for better jobs after leaving school.

T1 : But the problem is how to provide for these ever-increasing numbers. The number of staff-members at the universities is limited. Besides, other facilities like libraries and laboratories have to be provided.

T2 : I think we should ask ourselves first : What is the role of a university ? Is it just to graduate government officials ? Universities are first and foremost places for the education of the mind. They should create the most favourable conditions for new knowledge and discoveries.

T1 : That's right, and this can be fulfilled only through re-

flection and research. In addition, universities also exist to transmit culture to the coming generations

T2 Speaking about culture, universities do not exist only to hand down our cultural heritage, but they also question it. This is done through encouraging the students to reflect and question their own assumptions.

T1 : In fact what our students are doing is that they give comfortable clichés as answers. They consider universities as mere knowledge factories. But they have to do their own thinking.

T2 : The teachers have their duties as well. They must keep up with the latest results of other people's research. They have also to do their own bit.

T1 : It is true that scientific research is expensive, but without research, the process of teaching will be stagnant and societies will make little progress.

To the Instructor : Try to engage with one of the students in a dialogue along the lines above. Then have pairs of students engage in similar dialogues.

H. Translate the first paragraph into Arabic.

12. HIGH DAM OVER NUBIA

The *expedition's* steamer was navigating up the river that flowed from Heaven. To the Egyptian engineer beside me it was merely the River Nile that rose in Lake Victoria. He had seen the world, he knew all about *marine* engines, and he was charming. Few Egyptians are not. I wondered whether fuel-oil *fumes* were the breath of life to him. They made me feel sick. I would have preferred a sailing-boat, especially if it would take weeks to get there.

I wished nobody had ever *penetrated* to the sources of the Nile. Once you have discovered where a river comes from, you have stripped it of its wonder. It is the same thing with *archaeology*. Once we know all we shall not care any more. Fortunately we never shall know all. When a river has more than one source, something goes from it when you have found them all.

The ship *paddled* on, pushing aside the *placid* brown water, past the coloured rocks that walled the far-off banks. For the river was unnaturally wide here in the two-hundred-mile *reservoir* banked up by the existing Aswan Dam. The thin green line of cultivation that would lie normally between rocks and river was all covered up, and there were not even a few *soaring* palm trees to give some *vertical* to the landscape. Some white blocks were villages, each with a mosque tower of *sugar-icing, ranged* among the rocks.

and no green *blade* growing

The engineer swept his arm towards this *stark* yet fascinating scene. « All this will go. A new lake, you see, much bigger. A new geography. » He smiled at me happy, pleased, a little proud.

« Tell me about the new lake. » I said.

« From Aswan. From the new High Dam we call El Sadd el Aali, that they are building about five miles above the Aswan Dam, there will begin the lake — three hundred miles of it, right through Nubia into the Sudan. »

I looked at Nubia, living there in the sun. « There won't be any of this left at all ? »

« No Nubia. We shall float high over all this, right over those cliffs, even. It will not look like this any more. It will be like the sea. Big ships will *ply*. »

(Leslie Greener *High Dam Over Nubia*)

Vocabulary

expedition	(men, ships, etc. making a) journey or voyage for a definite purpose
marine	of the sea
fumes	strong smelling smoke, gas or vapour
penetrate	make a way into or through
archaeology	study of ancient things, esp. remains of pre-historic times

paddle	row with light, easy strokes
placid	calm untroubled
reservoir	place where water is stored
soaring	going up high in the air
vertical	(of a line or plane) at a right angle to the earth's surface
sugar-icing	(a colour like) mixture of sugar, flavouring, etc for covering cake
blade	flat, long, narrow leaf, esp. of grass and cereals (wheat, barley, etc.)
stark	stiff; rigid
ply (v)	go regularly to and fro

Comprehension

With reference to the passage choose between yes and no answers; follow the example given; pay attention to the verb form

1 Does the River Nile really flow from Heaven ?
No, it doesn't.

2. Does the River Nile flow from Lake Victoria ?

3. Did the Egyptian engineer know all about marine engines?

4. Did the writer like fuel-oil fumes ?

5. Would the writer have preferred a sailing-boat rather than the steamer ?

6. Did the writer wish nobody had ever penetrated to the sources of the Nile ?

7. Was the River Nile unnaturally wide in the reservoir banked up by the Aswan Dam ?

8. Will the new lake be smaller than the existing one ?

9. Is El-Sadd el Aali about five miles south of Aswan Dam ?

10. Will there be anything left of Nubia after the building of the High Dam ?

Language Drills and Exercises

A. *Notice the use of 'once' in the following sentences*

i. Once you have discovered where a river comes from, you have stripped it of its wonder

ii. Once we know all, we shall not care any more

'Once' here is a subordinating conjunction that lends more emphasis to the subordinate clause than the use of for example, 'when' or 'as soon as

Notice that if the verb in the subordinate clause is in the present tense (simple or perfect), the verb in the main clause may be in the present (sentence i.) or in the future (sentence ii.)

Now join the following pairs of sentences using once Follow the pattern given above

1. The people of this country unite Their demands will be fulfilled
2. You start smoking cigarettes. You will have difficulty giving it up
3. He breaks the law. He will be deported.
4. She starts talking. She cannot stop.
5. We have a good government. Most of our problems will be over.
6. You apply for the vacant job. You will be accepted.
7. You respect the rights of your neighbours. Your troubles will disappear.
8. The runner starts before the signal. He will be disqualified.
9. We receive your order. The goods will be dispatched.
10. I lose confidence in your promises. I'll never lend you money again

Notice also that the order of the subordinate-main clause may be reversed. The model sentences above may be reversed as follows :

i. You have stripped a river of its wonder once you have discovered where it comes from.

ii We shall not care any more once we know all.

Now reverse the sentences you have joined above.

C *Notice the form of the expression 'I wondered whether...' in the following sentence*

I wondered whether fuel-oil fumes were the breath of life to him.

Now repeat the following sentences using I wondered whether

1. She would accept to marry him
2. They would allow her to sing at the party
3. He would come on time.
4. He spent the week-end at home.
5. The architect finished the plan of the new house.
6. Ahmad paid back the money he had borrowed.
7. .The thief was armed.

C. Observe the following sentence

'All this will go. A new lake will begin from Aswan said the engineer.

This may be turned into indirect speech as follows

The engineer said that all that would go. and added that a new lake would begin from Aswan.

Notice the change in the tense of the verb and in the demonstrative pronoun 'this'. Note also that 'inverted commas' are not used in indirect speech.

Change the following sentences from direct speech to indirect speech. Begin with « He (She, They, Ahmad. The teacher. etc.) said that... »

1 'I am going to the performance with my brother

2 Mohammad has written me a long letter

3 We have a long holiday. We have plenty of time to do our work

4 My mother is very tired. She cannot make the dress now

5 'Your English is improving. Your homework is the best

6 I will see you to the station.'

7 'You can come with us to our place if you like.

8 'This is the reference we have been looking for.'

9 'I must go to the Insurance Office before it closes

10 I wrote to them only last week.'

11 You will be doing the same work next week.'

12 'This book was lent to him weeks ago. He has just returned it

D *Give words in the passage that mean*

1 starting-point of a river.

2 surrounded with walls.

3 inland scenery.

4 at a right angle to the earth's surface

5 be held up on the surface of water

Now put each of these words in a sentence of your own

E *Complete the following sentences with reference to the passage*

1. Lake Victoria is the source from which

2. The Egyptian engineer was so skilful

3. If the writer had gone on a boat ..

4. When you find out all the sources of a river

5. After the new lake is formed ....

F. *Re-read the passage and answer the following questions*

1. What do you think the writer means by saying that the River Nile flows from Heaven ?

2. Why would the writer have preferred a sailing-boat to the steamer ?

3. What colour was the water of the Nile ? Why ?

4. What will the new lake look like ?

5. Describe in your own words 'the fascinating scene' at Nubia.

G. *Write a short paragraph on 'Ancient Egyptians'. You may use the following phrases :*

Lived in compact villages and towns — buildings aligned on streets — built magnificent temples and palaces — the majority of the population inhabited rectangular dwellings — walls of sun-dried bricks — flat roofs — settlements extended along the banks and on the Delta of the Nile River — population estimated 2-7 million people.

H. *Translate the first and second paragraphs in the passage into Arabic.*

13 LANGUAGE

Language is the most valuable possession of the human race Everyone, in every walk of life, is concerned with language in a practical way, for we make use of it in virtually everything we do For the most part our use of language is so automatic and natural that we pay no more attention to it than we do to our breathing or to the beating of our hearts. But sometimes our attention is drawn we are struck by the fact that others do not speak quite as we do or we observe a child learning to talk, or we wonder whether one or another way of saying or writing something is correct.

Beyond this, many people have professional need to know something about language — as opposed to simply being able to use it. Here are some examples :

1 The speech correctionist, since his job is to help people overcome difficulties or *impediments* in their use of language.

2 The teacher of English composition, for a somewhat similar reason.

3 The foreign language teacher.

4. The literary artist, who must know his *medium* and its *capacities* just as a painter must know *pigments*, brushes, and co-

lours. the literary critic for a similar reason

5 The psychologist who knows that language is one of the vital factors differentiating human behaviour from that of rats or apes.

6 The *anthropologist* both because language is part of what he calls 'culture', and because in his anthropological field work he is often *confronted* by practical problems of a linguistic sort

7 The historian, because his sources of information are documents; that is written records of past speech

8 The philosopher. particularly in dealing with such topics as logic and *semantics*.

9. The communications engineer. part of whose business is to *transmit* messages in spoken form (telephone, radio) or in written form (telegraph) from one place to another

For all these people, and for others who could be added to the list, knowledge of the workings of language is a means to some end. For a small group of specialists. knowing about language is an end in itself These specialists call themselves linguists. and the organized body of information about language which their investigations produce is called linguistics

(C.F Hockett. *A Course in Modern Linguistics)*

Vocabulary

impediment — something that hinders. esp a defect in speech (e.g a stammer)

medium	that by which something is done
capacity	ability to hold, contain, get hold of
pigment	colouring matter for making dyes, paint, etc
anthropologist	expert in the science of man, esp. of the beginnings, development, customs and beliefs of mankind.
confront	be or come face to face with
semantics	branch of philology concerned with (changes in) the meanings of words
transmit	pass or hand on: send on

Comprehension

Read the passage carefully. Put (T) against true statements and (F) against false ones.

1 Language is the least valuable possession of the human race.

2 Everyone is concerned with language only in a theoretical way.

3 The use of one's language is automatic and natural.

4 Sometimes we are struck by the fact that others do not speak quite as we do.

5 The foreign language teacher has no professional need to know about language.

6 The literary artist must know something about his medium and its capacities.

7 The psychologist is well aware of the fact that language is one of the factors that differentiate human behaviour from that of other species.

8 For the anthropologist language is not part of 'culture'

9. Written records of the past are not among the sources of information for the historian.

10 For linguists knowing about language is an end in itself.

Language Drills and Exercises

A Observe the following structure

Our use of language is so *automatic and natural that we pay no more attention to it.*

The italicized clause is introduced by the subordinating conjunction 'so . that'. This type of adverbial clause is called *a clause of result.* A clause of result may also be introduced by 'such...that'. Notice that 'so' is followed by an adjective or an adverb; whereas 'such' is followed by a noun or a noun phrase. Here are more examples

The bag was so heavy that the porter could not carry it

He ran so fast that I could not catch him

It was such a difficult test that very few students passed

It was such a warm day that I took off my jacket.

Now join each pair of the following sentences using 'so ... that' or 'such ... that' :

1. He worked hard. He got good marks.
2. The box was heavy. I could not lift it.
3. It was a heavy load. The porter had to rest every now and then.
4. The house was old and shaky. It wasn't safe to live in.
5. He gave a good speech. All the newspapers published it
6. The pilot was skilful. He landed safely in the dark run-way
7. The weather was hot. He could not work.
8. The lady got a fright. She could not utter a word.
9. My brother was short. He was not allowed to join the police force.
10. It was a foggy day. We had to cancel the match.

B *Observe the following structure*

The anthropologist must know something about language *because he is often confronted by linguistic problems*.

The italicized clause is a clause of reason (or cause). This type of clause may also be introduced by since, as, (see)ing that (knowing that... finding that... etc.) and now that. Other examples are

As my father is away at present, I can't go with you on the trip

Now that you refuse to help me. I must do the job myself

Seeing that you have much spare-time we can now play chess

He did his work well because he thoroughly enjoyed it

Notice that clauses beginning with as, since, seeing that, now that, usually precede the main clause; whereas those beginning with because usually come after it.

Now add an adverbial clause of reason to each of the following main clause

1. You may go out ....
2. The girl could not go out with the stranger .....
3. skiing will be difficult.
4. He did not come ... .
5. .... the guard opened fire.
6. ... the trouble will be settled easily.
7. We had to go back home . .
8. The engineers had to build another bridge
9. .... few people will accept to ride with you.
10. All governments are working for true peace

C *A psychologist is a person who knows a lot about psychology, a historian is a person who knows a lot about history, and a philosopher is a person who knows a lot about philosophy*

What do you call persons who know a lot about the following ?

1 Mathematics
2 physics
3. chemistry
4 astronomy
5. botany
6 geometry
7 surgery
8 astrology
9. anthropology
10 science

D *Supply the correct tense*

1 After he (leave) school he (study) English in London for three years, then (leave) for Canada where he now (live). He (visit) france once or twice and (know) French well, but (not have) yet the opportunity of visiting other European countries.

2 I expect he (go) to Baghdad as soon as he (get) a visa. He (leave) at once because I (tell) him by phone that his parents (need) him urgently I'm sure he (find) his way easily, although he (never travel) alone.

E *Use each of the following phrases in a sentence of your own*

every walk of life — pay attention to — struck by the fact — vital factors — practical problems — sources of information — a means to an end.

F *Re-read the passage carefully and then answer the following questions*

2. How do you define language ?

2. Why don't we pay attention to our daily use of language ?

3. When is our attention usually drawn to language ?

4. Why is it necessary for the literary critic to know something about language ?

5. What is the importance of language study to the anthropologist ?

6 What is the job of a linguist ? What is linguistics about ?

G *Study the following dialogue between two students on Classical and Colloquial Arabic :*

S1 : Yesterday I saw a play called 'Young Muhran'. It was a nice play indeed. Have you seen it ?

S2 : Yes, I have. But what did you like about it ?

S1 Its new idea. Moreover, the play was written in Classical Arabic.

S2 You've heard the actors speak Classical Arabic and you must have heard them speak Colloquial Arabic in other plays. Which did you like best, the Colloquial or the Classical ?

S1 The Classical, of course. In my opinion, the Classical expresses the theme of the plays more deeply. Besides, it is capable of wider horizons than the Colloquial.

S2 What about comic plays ? I heard these actors in a comic play laughing and joking at their ease, and then

in Young Muhran I heard the same actors speak pure classical Arabic I was really shocked.

S1 My point is that Classical Arabic is capable of expressing situations which the Colloquial is incapable of.

S2 It's true that Classical Arabic is our language and all that. but a play which is to be presented to the public, and in such a transition period as the one we're living in. should be written at least in simplified Arabic. not in a language of this sort

To the Instructor Try to engage with one of the students in a dialogue along the lines above Then have pairs of students engage in similar dialogues

H. Translate the first paragraph in the passage into Arabic.

14. AVICENNA

Around the year 1150, at the height of the Middle Ages, the scientific and philosophical works of a great thinker, named Ibn Sina, reached western Europe, introducing for the first time a complete, organized system of natural philosophy directly from *the Orient*.

This scholar gave the world a vast body of works — 335 in all — dealing more with science than with philosophy alone, which was to have a *resounding* impact on the development of knowledge in the Western World For some 600 years, up until the 18th century, Ibn Sina's works on medicine remained the standard textbooks in all the universities in Europe. His studies on mathematics physics, chemistry, *astronomy* and *botany*, his *treatises* on military administration and land taxation, his *epistle* on love, his correspondence with other scientists of his time, his philosophical, legal and linguistic essays, and even his commentaries on magic, all *entitle* him to be considered as one of the most remarkable figures of world civilization.

A thousand *lunar* years ago, in the year 370 of the Hegira (980 A.D.), Abu Ali al Husain Ibn Abdallah Ibn Sina — known in Europe as Avicenna — was born at Afsana not far from Bokhara The

special care and education given him as a child permitted him to acquire an *erudition* rare for his time. He wrote many of his works in Arabic, the scientific and religious language of the Islamic world as Latin then was in the Christian West.

Like all good Muslims, Ibn Sina studied the Koran; then Arabic literature, Greek philosophy, law, *theology*, medicine, *geometry*, physics and mathematics. Euclid, Ptolemy and Porphyrius were his preferred authors until he was 16 when, more learned than any of his teachers, he founded his own school and had many doctors working under him.

At the age of 18, his *encyclopaedic* knowledge and reputation as a doctor were so great that the *ailing* Emir had him *summoned* to his bedside. When Ibn Sina succeeded in curing him, the Emir rewarded him by making him a *consultant* on state affairs and gave him *access* to his rich, private library where he had plenty of free time for research and study.

(C. Aboussouan, *Avicenna*.
From *The Unesco Courier*)

Vocabulary

the Orient	:	(poetical name for) countries east of the Mediterranean and South Europe.
resounding		(of fame, event, effect, etc.) much talked of spreading far and wide
impact		force

astronomy	:	science of the sun, moon, stars, and planets
botany	:	science of the structure of plants
treatise	:	book, literary composition, etc. dealing with one subject
epistle	:	letter
entitle	:	give a right (to)
lunar	:	of the moon
erudition	:	great learning
theology	:	science of the nature of God and of the foundations of religious belief
geometry	:	science of the properties and relations of lines, angles, surfaces, and solids
encyclopaedic	:	dealing with a wide variety of subjects
ailing	:	ill; in poor health
summon	:	demand the presence of; call or send for
consultant	:	expert who is called into consultation
access	:	right, opportunity, or means, of reaching, using, approaching

Comprehension

Re-arrange the following sections such that they will make a précis of the passage :

1 At the age of 18 his works on a variety of subjects and

his reputation as a physician were so great that the Emir sent for him to his bedside. Ibn Sina succeeded in curing the Emir who appointed him as his consultant on state affairs.

2. Ibn Sina was born at Afsana in the year 370 of Hegira. He acquired much knowledge as a result of the special care and education given him as a child. He wrote many of his works in Arabic.

3. By 1150 A.D. his scientific and philosophical works reached Western Europe introducing for the first time a complete organized system of natural philosophy.

4. Ibn Sina's works are 335 in all. They had great influence on the development of knowledge in the Western World. His studies on various subjects include medicine, mathematics, physics, chemistry, astronomy and botany.

Language Drills and Exercises

A. *Observe the following structure*

i. Ibn Sina gave the world a vast body of works *dealing more with science than with philosophy.*

ii. The special care and education *given him as a child* permitted him to acquire great learning.

Sentence i. may be re-written

Ibn Sina gave the world a vast body of works which dealt more

with science than with philosophy.

Sentence II. may be re-written

The special care and education which were given him as a child permitted him to acquire great learning.

Thus, the italicized phrases in sentences I. and II. above can be expanded into adjectival clauses by the use of 'which' and by supplying the appropriate verb. Notice also the sequence of tenses in the main clause and the adjectival clause.

Now turn the italicized phrases in the following sentences into adjectival clauses by using 'which' :

1. The money *drawn from the bank* was in his brief-case.
2. The house *built by the contractor three months ago* was destroyed completely.
3. The novels *written by Naguib Mahfouz* are known all over the Arab world.
4. Lewis Carroll wrote stories *dealing with imaginary events* such as Alice in Wonderland.
5. The firm *employing him for twenty years* has dispensed with his services.
6. My uncle is the Chairman of the company *advertizing the new kind of aluminium.*
7. The Arabs will restore the land *invaded by Israel in 1967*
8. The football match *played last Sunday in the Stadium* was the best in this season.

9 I shall attend the motor-race *starting next month in Damascus.*

10 The elections *held in England last summer* were run by a Conservative government.

B Notice the following structure :

The ailing Emir had him summoned to his bedside.

The structure « have + a past participle » is used in English to express causing something to be done by someone else. This is known as 'the causative use of have'. Other examples are :

She must have her shoes mended (i.e. Someone else must mend them for her.)

I had my suit cleaned. (i.e. I asked someone to clean it for me.)

Now re-write the following sentences using 'have' + past participle; follow the pattern given above :

1. Someone washed my car for me yesterday.
2. I asked someone to paint my bedroom last week.
3. Someone repaired her television set for her on Friday.
4. Tell someone to translate the letter into French.
5. I asked someone to renew my driving licence last November.
6. Order someone to send the goods round to the house.
7. We must find somebody to chop all this meat for us.
8. She asked her dressmaker to lengthen the skirt.

9. You must ask someone to sharpen the knives for you

10. I'll ask someone to make a new bookshelf.

C. *Turn the following sentences into the passive voice :*

1. Ibn Sina introduced the first organized system of natural philosophy to West Europe.
2. Ibn Sina has given the world various scientific works
3. Has Ibn Sina founded a school of medicine ?
4. Ibn Sina wrote many of his works in Arabic.
5. Did many philosophers consider Ibn Sina as one of the most remarkable figures of world civilization ?

D. *Notice the formation of the adjectives 'scientific' and 'philosophical' from the nouns 'science' and 'philosophy' respectively, and then form adjectives from the following nouns using each adjective in a sentence of your own :*

system — mathematics — physics — botany — Islam — atom — history — economy.

E. *Re-read the passage and then answer the following questions:*

1. In what century did Ibn Sina's works reach Western Europe ?
2. Where were his books taught for 600 years ?
3. Why is Ibn Sina considered as one of the most prominent scientists of world civilization ?
4. What subjects did Ibn Sina study during his infancy and adolescence ?

5. Dib Ibn Sina gain his fame as a doctor before or after curing the Emir ?

6. How did the Emir reward Ibn Sina ?

F. *Study the following dialogue between two students on 'The Contribution of the Arabs to Modern Civilization' :*

S 1 . I was reading a book about Jamal Al-Din Al-Afghani the other day. He was of opimon that the Muslims had to do something to restore their pride in their heritage and culture.

S 2 : Yes, he tried to lift up the Muslims' morale by constantly telling them that they were intelligent and able to manage their own affairs and live as a respected and civilized nation.

S 1 : I think his prophecy has been fulfilled. The Arabs are now masters of their fate as they were the masters of the world hundreds of years ago.

S 2 : That's right. History tells us that one hundred years after the death of our Prophet the Arabs were the masters of an empire greater than that of Rome during its highest power.

S 1 But it was not only an empire that the Arabs built. but a culture as well. They absorbed and assimilated many features of the Greek and Roman culture, added to them and then transmitted to Medieval Europe many of those influences.

S 2 And this in turn awoke the western world and set it

on the road towards its modern civilization. There was a true Arab Renaissance long before the European Renaissance.

S 1 : Yes, it's well known that Arab scholars were studying Aristotle when Charlemagne and his lords were learning to write their names. There's a long list of names of Arab scientists and thinkers who contributed to human progress. Ibn Sina, Jabir Ibn Hayyan, El-Razi, Sibawayh and many others are among these names

To the Instructor : Try to engage with one of the students in a dialogue along the lines above. Then have pairs of students engage in similar dialogues.

G. ***Translate the second paragraph in the passage into Arabic.***

15. ANTHROPOLOGY : THE SCIENCE OF CUSTOM

Anthropology is the study of human beings as creatures of society. It fastens its attention upon those physical characteristics and industrial techniques, those *conventions* and values, which distinguish one community from all others that belong to a different tradition.

The distinguishing mark of anthropology among the social sciences is that it includes for serious study other societies than our own. To the anthropologist, our customs and those of a new Guinea tribe are two possible social schemes for dealing with a common problem, and in so far as he remains an anthropologist he is bound to avoid any weighting of one in favour of the other. He is interested in human behaviour, not as it is shaped by one tradition, our own, but as it has been shaped by any tradition whatsoever. He is interested in the great *gamut* of custom that is found in various cultures, and his object is to understand the way in which these cultures change and differentiate, the different forms through which they express themselves, and the manner in which the customs of any peoples function in the lives of the individual who compose them.

The life history of the individual is first and foremost an ac-

commodation to the patterns and standards traditionally handed down in his community. From the moment of his birth the customs into which he is born shape his experience and behaviour. By the time he can talk, he is the little creature of his culture, and by the time he is grown and able to take part in its activities, its habits are his habits, its beliefs his beliefs, its impossibilities his impossibilities. Every child that is born into his group will share them with him, and no child born into one of the opposite side of the globe can ever achieve the thousandth part. There is no social problem it is more *incumbent* upon us to understand than this of the role of custom. Until we are intelligent as to its laws and varieties, the main complicating facts of human life must remain *unintelligible*.

(R. Benedict, *Patterns of Culture*)

Vocabulary

conventions	:	**practices or customs based on general consent**
gamut	:	**complete extent or scope of anything**
accommodation	:	**adjustment; adaptation**
be incumbent upon (somebody)	:	**rest upon him as a duty**
unintelligible	:	**that cannot be easily understood**

Comprehension

Read the passage carefully. Put (T) against true statements and (F) against false ones :

1. Anthropology is the study of man as a creature of society.
2. Anthropology concentrates its attention on traditions and values which distinguish one community from another.
3. The distinguishing mark of anthropology is that it excludes the study of other societies.
4. The anthropologist is interested in human behaviour as it is shaped by one tradition only.
5. The aim of the anthropologist is to understand the way in which various cultures change and differentiate.
6. The life history of the individual is not affected by the patterns and standards traditionally handed down in his community.
7. The customs into which the individual is born shape his experience and behaviour.
8. Every child will share the habits and beliefs of his group.
9. Children born into different groups share the same habits and beliefs.
10. It is our duty to understand the role of custom as one of the most important social problems.

Language Drills and Exercises

A *Notice the form of the phrase 'first and foremost' in the following sentence*

The life history of the individual is first and foremost an accommodation to the patterns and standards traditionally handed down in his community

This phrase is often used for emphasis. In the above sentence it means 'before anything else'

Now repeat the following sentences using 'first and foremost' in the proper place

1 Language is a social acquisition from the group in which the individual grows up.

2. Anthropology is the study of human beings as creatures of society

3. Societies are distinguished by their traditions, customs and values.

4. The anthropologist is interested in human behaviour as it is shaped by various traditions.

5. The role of universities is to create and discover new knowledge

7 The object of the anthropologist is to understand the way in which the various cultures change and differentiate

7 Every human being is moulded by his society and his culture

B *Notice that the plural of the noun 'custom (i.e. customs) has two different meanings (1) habits (2) taxes on imported goods*

Now look up the different meanings of the following plural nouns and put them in the spaces below. Each noun will be used twice.

works; forces; glasses; letters; quarters.

1. The enemy atacked the city with great ....
2. My child drank three .... of milk this morning.
3. Shakespeare's .... are well known all over the world.
4. There are twenty six .... in the English alphabet.
5. I still have some ... . to write.
6. He divided the apple into ....
7. The steel .... were closed for the annual holiday.
8. She can't read without her ....
9. We found excellent .... at a small hotel.
10. The .... of nature destroyed many monuments and ancient cities.

C *Observe the following structure*

Until we are intelligent as to its laws and varieties, the main complicating facts of human life must remain unintelligible.

The italicized clause is a clause of time introduced by the subordinating conjunction 'until'. Notice that when a dependent clause begins a sentence, the clause is followed by a comma.

The order of this clause of time may also be reversed thus

The main complicating facts of human life must remain un intelligible until we are intelligent as to its laws and varieties.

i. Now join each pair of the following sentences using 'until'

1. He will not come. He has finished his work.
2. The party waited at their base. The storm had abated
3. The soldiers did not open fire. The order was given.
4. We did not return home. Darkness began to fall.
5. He forgot the story. I reminded him of the main incidents.
6. The train did not leave the station. The station-master blew his whistle.
7. They have lived in that house. The war ended.
8. The President will not approve of the plan. He sees his ministers.
9. The judge did not condemn the prisoner. He heard all the witnesses.
10. We must not wait. Luck comes to us.

ii. Do the exercise again reversing the clause order.

D. Add adverb clauses to the following main clauses as indicated between brackets :

a) The sooner he gets rid of that habit . ... (Comparison)

b) I shall write to him tomorrow ... .. (Purpose)

c) please come and visit me (Time)

d) . it is beter to buy that reference book (Contrast)

e) .... he would go to the theatre (Condition)

f) .... you cannot waste time (Cause)

g) He studied .... (Manner)

h) He leaves good impression .... (Place)

i) .... the film had started (Time)

j) He did his work .... (Result)

E *Use each of the following phrases in a sentence of your own*

to fasten one's attention to — distinguishing mark — to be bound to — the life history — to take part in — the opposite side of the globe.

F ***Re-read the passage carefully and then answer the following questions :***

1 What is the most distinctive feature of anthropology as a social science ?

2. In what way is the anthropologist interested in human behaviour ?

3 What is the anthropologist's attitude towards the various cultures ?

4 According to the writer, what are the effects of custom on man ?

5. What is our main duty as to the role of custom ?

6 What does the writer mean by saying that 'human beings are creatures of society' ?

G. ***Write a paragraph with the title Some customs and habits of our grandfathers.***

H *Translate the third paragraph into Arabic*

61. RACE AND CULTURE

A clear *distinction* must be made between race and culture Race is a biological matter. Racial characteristics are *hereditary*, passed on from parents to their children. Culture, however, is learned. Young people learn from *contact* with parents and other children to adopt the accepted ways of behaviour of the social group. By a process of education such things as language, religious beliefs, or technical skills are passed on from generation to generation. An individual is born into a race; but he learns to live in accordance with the ways of a culture. In nonscientific writings race and culture are not always clearly distinguished.

To define a race is not a simple matter. The popular distinction of races on the basis of skin colour is not accepted by the anthropologists. Skin colour is only one of a number of hereditary physical *traits*. There are also such traits as *stature*; head form; hair colour *texture*, and form; eye colour and shape; and nose shape. These are necessarily associated with skin colour. There are actually no « pure » races.

Culture is not hereditary. The individual learns to behave as he is taught by those around him. He learns the technical skills of his group; he learns how to make use of the familiar tools; he learns to

accept the framework of the social, political and economic *institutions;* he learns to think in terms of the religious beliefs of the group, and to express himself through the accepted art forms. And, above all, he learns to communicate, even to think, in terms of a particular language. These are all parts of a culture or a way of living. Because a culture is passed on by a learning process, its traits tend to be preserved with little change. Cultural *stability* and *uniformity* are much more common than revolutionary change.

(P.E. James. *A Geography of Man)*

Vocabulary

distinction	:	point of difference; that which makes one thing different from another
hereditary	:	passed on from parent to child, from one generation to following generations
contact (n.)	:	(State of) being in communication
trait	:	distinguishing quality or characteristic
stature	:	(person's) height
texture	:	arrangement of constituent parts, structure
institutions	:	long-established laws, customs, or practices
stability	:	quality of being fixed, not likely to change
uniformity		condition of being the same throughout

Comprehension

With reference to the passage choose between yes and no answers; follow the example given: pay attention to the verb form :

1. Are race and culture clearly distinguished ? Yes, they are.
2. Are racial characteristics learned ?
3. Is culture hereditary ?
4. Do young people learn to adopt the accepted ways of behaviour of the social group ?
5. Are religious beliefs and technical skills passed on from generation to generation through education ?
6. Do anthropologists accept the distinction of races on the basis of skin colour alone ?
7. Are there actually 'pure' races ?
8. Does the individual learn to accept the framework of the social, political and economic institutions around him ?
9. Does the individual learn to communicate and think in terms of a particular language ?
10. Is culture subject to much change ?

Language Drills and Exercises

A. *Notice the use of the co-ordinating conjunction 'but' in the following sentence :*

An individual is born into a race, but he learns to live in accordance with the ways of a culture.

This can be re-written :

1. An individual is born into a race
2. He learns to live in accordance with the ways of a culture

Notice that the use of 'but' suggests contrast, i.e. the addition introduced by 'but' is generally something unexpected. Other examples are :

The car was quite old; but it was sold for a high price.

Fawzia lost her diamond ring yesterday; but she didn't seem upset.

Now join the following pairs of sentences by using 'but'

1. Sami works badly. He plays games well.
2. We come to the University on Friday. We have a holiday on Saturday.
3. In Beirut the days during the summer are hot and humid. The nights are cool and refreshing
4. The driver left his car in front of the house. It was stolen in five minutes.
5. The commander gave the orders The officers never carried them out.
6. The house was on fire Nobody sent for the fire brigade

7. The night wind was strong around the tent. We were warm inside our sleeping bags.

8. The speaker was ready to give the lecture. We had to postpone it owing to the strike.

9. He never visited the dentist. His teeth are in perfect condition.

10. Farid has been warned many times. He persists in his careless ways.

B. *Observe the following structure :*

The individual learns to behave *as he is taught by those around him.*

The italicized clause is introduced by the subordinating conjunction 'as'. This is called a clause of manner. It indicates how an action is done.

Other examples :

I shall do the exercises as I have been taught.

She will spend the money as she likes.

Few people speak as they think.

Now join the following pairs of sentences using the conjunction 'as' :

1. He held the pen. His teacher told him.

2. The boys spoke. They were taught to speak.

3. She pronounced the word. Her older brother pronounced it

4. He drives his motor car. He has been instructed at the school of motoring.

5. He plays tennis. The trainer taught him at the club.

6. Ali did the work. It ought to be done.

7. Kick the ball hard. Farid did.

8. Use the paint brush. I showed you yesterday.

9. You can count on him to do the job. You want it done.

10. I shall use this money. I like.

C *Re-write the following sentences, as indicated between brackets*

1. In *nonscientific writings* race and culture are not always clearly distinguished (Change the phrase in italics into a clause).

2. The popular distinction of races on the basis of skin colour is not accepted by the anthropologists. (Change into active voice)

3. Parents and other individuals in the society teach young people (Change into passive voice).

4. An individual is born into a race. He learns to live according to the ways of a culture. (Join the two sentences using 'as soon as')

5. There are no pure races. (Change into a complex sentence by using 'which').

D. Use each of the following words or phrases in a sentence of your own :

Contact — technical skills — in accordance with — on the basis of — framework — uniformity.

E. Complete the following sentences with reference to the passage :

1. Racial characteristics which .... are hereditary.

2. Young people learn from their parents and other children that ....

3. Language, religious beliefs and technical skills are passed on from generation to generation through ....

4. Race is distinguished not only on the basis of skin colour, but ....

5. The individual learns to accept the social, political, and economic institutions as well as ....

6. The characteristics of culture tend to be reserved with little change since ... .

7. Revolutionary change is .... than cultural stability.

F. Re-read the above passage carefully and then answer the following questions :

1. What does the writer mean by saying that 'race is a biological matter' ?

2. Is culture hereditary or acquired ? Give reasons.

3. Why do anthropologists refuse to distinguish races according to skin colour ?

4. Do you agree that 'there are actually no 'pure' races' ? Give reasons.

5. Why is cultural stability more common than revolutionary change ?

G. *Study the folowing dialogue between two students on 'Culture and the Developing Countries' :*

S 1 : How would you define culture ?

S 2 : Culture, in its broadest sense, is a way of life fashioned by a people in their atempt to live and adapt to their environment.

S 1 : Does this mean that art, science and all social institutions are part of culture

S 2 : Yes, they certainly are. In the course of the creative struggle and progress of a people through history, a body of material and spiritual values is formed. These values are often expressed through the people's songs, dances drawing, sculpture, beliefs and rituals

S 1 : But what if the people's way of life is changed, modified or developed through the ages ?

S 2 Then the new aspects of life will be given expression through new art forms or a renewal of the old

S 1 I think this is the case with the developing countries like some African and Arab countries They are trying to find their true self-image after they have got rid of colonial rule

S 2 Yes, our cultural needs and outlook will undoubtedly change. No living culture is static It tends to change gradually A change, for instance, in the nature of the struggle of the developing countries will alter their institutions.

S 1 : In other words, their mode of life and thought will change, and this will affect in turn their institutions

S 2 Yes, it sounds quite logical

To the Instructor Try to engage with one of the students in a dialogue along the lines above.

Then have pairs of students engage in similar dialogues

H *Translate the first paragraph into Arabic*

17. THE ROAD TO HAPPINESS

If you look about you at the men and women whom you can call happy, you will see that they all have certain things in common. The most important of these things is an activity which at most times is enjoyable on its own account, and which, in addition, gradually builds up something that you are glad to see coming into existence. Women who take an instinctive pleasure in their children (which many women, especially educated women, do not) can get this kind of satisfaction out of bringing up a family. Artists and authors and men of science get happiness in this way if their own work seems good to them. But there are many humbler forms of the same kind of pleasure. Many men who spend their working life in the City devote their week-ends to *voluntary* and *unremunerated* toil in their gardens, and when the spring comes they experience all the joys of having created beauty.

It is impossible to be happy without activity, but it is also impossible to be happy if the activity is *excessive* or of a *repulsive* kind. Activity is agreeable when it is directed very obviously to a desired end and is not in itself contrary to *impulse*. One of the difficulties of our time is that, in a complex modern society, few of the things that have to be done have the naturalness of hunting. The consequence is that most people, in a technically advanced com

munity, have to find their happiness outside the work by which they make their living. And if their work is *exhausting* their pleasures will tend to be passive. Watching a football match or going to the cinema leaves little satisfaction afterwards, and does not in any degree *gratify* creative impulses. The satisfaction of the players, who are active, is of quite a different order

(Bertrand Russell, *Portraits from Memory and other Essays)*

Vocabulary

voluntary	:	done of one's own free will, without being compelled
unremunerated	:	without payment; without providing recompense for
excessive	:	too much; too great; extreme
repulsive	:	causing a feeling of disgust
impulse		tendency; inclination; impetus
exhausting	:	tiring out; draining one's strength
gratify	:	give pleasure or satisfaction to

Comprehension

Re-arrange the following sections such that they will make a précis of the passage :

1. Women who take an instinctive pleasure in their children

are well satisfied when they bring up a family. Artists, writers and scientists become happy when they create something that seems good to them.

2. Many men who spend their week-ends doing voluntary work in their gardens experience the joy of having created beauty when the spring comes.

3. If the activity is excessive or disgusting it is impossible to be happy. Most people, in technically advanced societies, look for their happiness outside the work by which they earn their living.

4. The most important thing that happy men and women have in common is an activity which they enjoy for its own sake. Besides, this activity should gradually build up something that makes you happy when you see it come into existence.

Language Drills and Exercises

A. Notice the following structure :

If you look about you at the happy men and women, you will see that they all have certain things in common.

The italicized clause is a conditional clause introduced by 'if'. Notice that if the verb in the conditional clause is in the present simple tense, the verb in the main clause is usually in the future. Notice also that the use of the present simple tense in the condi-

tional clause indicates probable happenings. Here are some more examples

If it rains, he will get wet.

If Hassan works hard he will pass his examination.

If he asks me, I shall help him.

Now complete each of the following sentences and then repeat each sentence as a whole. The clause of condition is given. Use the verbs in brackets. Follow the examples given above.

1. If you eat too much .... (to be sick)
2. If he comes early .... (to find)
3. If you lend him your car .... (to drive)
4. If he runs fast .... (to win the race)
5. If she plays the piano .... (to sing)
6. If you work for me .... (to pay well)
7. If there is a holiday .... (to visit)
8. If she drives too fast .... (to have an accident)
9. If plants are well watered .... (to grow)
10. If the army is strong .... (to be safer)

B *Notice the use of 'have to' in the following sentence*

The consequence is that most people in a technically advanced community, have to find their happiness outside the work by which they make their living.

'have to' is used to express obligation, compulsion or necessity. We have already mentioned that the past tense form of 'have to' is 'had to' which expresses obligation or compulsion in the past (see passage No 11, Drill A)

Now complete the following sentences using 'have to'. Follow the example below

Every morning. (to get up)

We have to get up early every morning.

2. .... before the examination. (to study hard)
3. .... every summer. (to visit my parents)
4. .... at home. (to lay the table)
5. .... this evening. (to got to the lecture)
6. .... every afternoon. (to stay at the library)
7. .... every week. (to clean the room)
8. .... at my office. (to put the files in good order)

C *Punctuate the following sentences inserting capital letters where necessary*

1. did you know the ending would turn out that way asked dr stark
2. the doctor asked her what other films she had seen lately.
3. her hair was white and stood up wildly on her head nevertheless i was struck by a singular neatness in her appearance
4. i cant understand it said mr fisher

5. can i speak to dr allen she said

D *Use each of the following words or phrases in a sentence of your own*

Come into existence — in addition — a desired end — consequence — a different order.

E *Fill in the spaces with words chosen from the following list*

instinctive — repulsive — enjoyable — creative — living — gradually — voluntary.

1. Talking to you about our old experiences is ....
2. The cost of living in Egypt is increasing ......
3. Animals have .... dread of fire.
4. The project was carried out by .... workers
5. I hate him because he behaves in a .... manner.
6. He makes his .... by teaching.
7. Artists and scientists make useful and .... work.

F. *Re-read the passage and then answer the following questions :*

1. What is the most important thing that happy men and women have in common ?
2. When do artists and scientists feel happy ?
3. Mention some of the inferior forms of activity that may

give pleasure to man.

4 When may activity be disagreeable ?

5 Where do most people, in a technically advanced society find their happiness ? Why ?

G. *Write a paragraph on 'Activities I greatly enjoy.*

H. *Translate the second paragraph into Arabic.*

18. WHAT IS A SHORT STORY ?

Edgar Allan Poe. sometimes called the father of the short story. defined the short story as a narrative that can be read at one sitting and is limited to « a certain *unique* or single effect » to which every detail is *subordinate*. It has also been defined. too simply and *inadequately*, as a brief piece of fictional narrative with a beginning a middle, and an end. with greater complexity. it has been defined as a short piece of fiction in which the *protagonist* is confronted with a conflict and is forced to bring that conflict to some sort of *resolution*. But no definition. simple or complex. tells us all there is to know about the short story: no definition can be that complete There are always exceptions. often found among some of the best stories. to almost everything one can say about the short story

However. a short story usually contains various clear-cut. definable *components*. Most importantly it presents a central *dilemma*. a problem that must be resolved either favourably or unfavourably for the protagonist. The struggle of the protagonist. whether against another character (the *antagonist*). the forces of nature. or his own weaknesses. is called conflict. Conflict appears in some form or other in practically every short story Sometimes it is openly and *blatantly* stated: at other times it is merely implied. Often the short story contains a dual conflict i e a man-against-man conflict and

a man-against-himself conflict. Out of conflict a story's resolution should naturally and logically *evolve*.

The short-story writer (and the novelist, of course) does not, as some readers and beginning writers are *apt* to think, simply report or mirror life. The writer does not merely record; he *interprets*. He sees meaning where the average person tends to see merely another event; he shapes order out of the disorder of life; he creates unity out of disunity; he brings significance to the *apparently* insignificant; he has the sensitivity to see things freshly and uniquely, as if for the first time, and the ability to communicate what he sees. Unlike the novelist, the short-story writer uses comparatively few characters and lacks the space for thorough character analysis or evolution. He usually begins his story close to its *climax*, uses only essential details of setting and *exposition*, *utilizes* one *theme*, frequently limits the story complication to one or two *episodes*, and arrives at his resolution quickly.

(R. Fumento, *Introduction to the Short Story*)

Vocabulary

unique	:	having no like or equal; being the only one of its sort
subordinate	:	less important; of subservient relation to
inadequately	:	insufficiently: not adequately
protagonist	:	chief person in a story or factual event: leading character
resolution	:	putting an end to (doubts, difficulties, etc.) by supplying an answer

component	:	part that helps to form (a complete thing)
dilemma	:	situation in which one has to choose between two equal evils
antagonist	:	person struggling against another; oponent
blatently	:	too obviously
evolve	:	develop; unfold
apt	:	having a tendency, likely (to do something)
interpret	:	show, make clear, the meaning of
apparently	:	seemingly; according to appearances
climax	:	event, point, of greatest interest or impotance (e.g. in a story or drama)
exposition	:	explanation or interpretation (of a plan, theory, etc.)
utilize	:	make use of
theme	:	topic; subject of a talk or a piece of writing
episode	:	(description of) one event in a chain of events

Comprehension

Read the passage carefully. Put (T) against true statements and (F) against false ones :

1. **A short story, according to Edgar Allan Poe, is a narrative that can be read at several sittings**

2. A short story is limited to many effects to which every detail is subordinate.

3. A short story is a brief piece of fiction with a beginning, a middle and an end.

4. A short story is a short piece of fiction in which the lead ing character is confronted with a conflict that he has to bring to some sort of resolution.

5. There are always exceptions to almost everything one can say about the short story.

6. The short story presents a central problem which must be solved favourably for the protagonist.

7. The struggle of the protagonist against the antagonist or nature or his own weakness is called conflict.

8. The short-story writer simply reports or mirrors life.

9. The short-story writer has the sensitivity to see things freshly and uniquely, and the ability to communicate what he sees.

10. The short-story writer uses numerous characters and analyses them thoroughly.

Language Drills and Exercises

A. *Notice the use of the co-ordinating conjunction 'either.. or' in the following sentence*

It presents a problem that must be resolved either favourably or unfavourably for the protagonist.

This can be re-written

1 It presents a problem that must be resolved favourably for the protagonist.

2 It presents a problem that must be resolved unfavourably for the protagonist.

The conjunction 'either... or' joins words, phrases or sentences of similar structure. Other examples are

Some shops accept either cash or cheques.

You may come and have lunch with me either Tuesday or Wednesday.

You must either work harder or go into another class.

Now join the following pairs of sentences using 'either. or'

1. You must work hard. You get low marks.
2. He eats at home. He eats in a restaurant.
3. You can get it from the bookstore. You can get it from the University library.
4. We'll see you on Thursday. We'll see you on Friday.
5. I usually have an egg for breakfast. I usually have a piece of toast for breakfast.
6. You can answer the examination in English. You can answer it in French

7. He can pay in cash. He can pay by cheque.

8. He'll be able to get here in the morning. He'll be able to get here in the afternoon.

9. The telephone is always busy. The telephone is always out of order.

10. You can hire a car. You can go by bus.

B *Notice the way the following two sentences have been joined by 'Sometimes ... ; at other times' :*

Sometimes it is openly and blatantly stated; at other times it is merely implied.

Now join the following pairs of sentences using 'Sometimes ... at other times' :

1. He is right. He is wrong.
2. The plot of the short story is resolved favourably for the protagonist. It is resolved unfavourably for him.
3. We see him at his office. We see him at home.
4. He goes to Alexandria. He goes to Genova.
5. The sailors go ashore. They stay for months on board their ships.
6. He comes to the University by bus. He comes on foot.
7. Khalil arrives late for his class. He arrives on time.
8. My partner agrees to my proposals. He does not agree with my opinions.
9. Attempts at negotiation fail. They realize some progress

10. They are usually granted increase of pay. Increase is rejected

C. *Notice that the negative of some nouns like 'order' and 'unity' are formed by the use of the prefix 'dis', i.e. disorder and disunity.*

Now form the opposites of the following nouns in the same way, then use each opposite in a sentence of your own.

approval — advantage — agreement — comfort — content — honesty — obedience

D. *Give words in the passage that mean:*

1. literature concerned with stories, novels, and romances
2. difficult to understand or explain
3. struggle or fight
4. writer of long stories
5. pass on (news, information, feelings, etc.)
6. process of gradual development
7. state of being complex, confused or difficult

E. *Make sentences to show the difference between:*

1. story — storey.
2. piece — peace.
3. some — sum
4. thorough — through
5. course — coarse

F *Complete the following sentences with reference to the passage :*

1. A protagonist is a person who ......; whereas an antagonist is ....
2. No definition tells us all that ...... about the short story.
3. Most short stories contain a problem which ....
4. Some short stories contain a double conflict one against .... and one ....
5. Not only does the short-story writer record life, but...
6. The story-writer, as an artist, brings order into the... of life.
7. The writer is so sensitive that ....
8. The novelist can use many characters in his novel, but the short-story writer ....

G. *Re-read the passage carefully and then answer the following questions :*

1. What does the writer mean by stating that a short story should have a beginning, a middle and an end ?
2. Explain in your own words Edgar Allan Poe's definition of a short story.
3. Why is there no satisfactory and complete definition of the short story ?
4. What, in your opinion, are the most important elements of a short story ?

5. • The short-story writer does not simply report or mirror life. • Do you agree ? Why ?

H. *Read the following dialogue between two students on the differences between a novel and a short story*

S 1 : I have been lately reading a novel called 'Great Expectations' by the English Novelist Charles Dickens It is very interesting.

S 2 : I feel that novels are sometimes boring. They are long and contain much detail. I prefer short stories. You can read a short story at one sitting. You feel the whole impact all at once.

S 1 : Novels are more interesting because they are full of surprises and even shocks. We are usually interested in the way things turn out in a novel.

S 2 : But one tends to forget some of the events since one cannot concentrate on all characters and incidents at the same time. In a short story there are only a few characters and the whole presentation concentrates on one incident or problem

S 1 : In the short story there is no depth in the treatment of characters or events owing to lack of space. But when we read a good novel we feel convinced that 'things are like that'. One is often stimulated or excited.

S 2 : A short story has the same elements like the novel. It centres round a conflict between the leading character and another man or himself or the forces of nature.

This will undoubtedly arouse our interest.

S 1 Novels have also different types from which you can choose. For example, there are novels of character, novels of action, historical novels, novels of adventure and so on. You don't find this variety in the short story.

S 2 Anyhow, they are both forms of art. Unless a short story or a novel has the necessary components that make us say 'we have enjoyed that story', then it is merely a piece of news or a report about something that has actually happened.

To the Instructor . Try to engage with one of the students ,in a dialogue along the lines above. Then have pairs of students engage in similar dialogues.

I *Translate the third paragraph into Arabic.*

PART II

Literary Readings

1. A One-Act Play

The Pen Of My Aunt

by

Gordon Daviot

Characters

Madame

Simone

Stranger

Corporal

Scene — A French country house during the Occupation

The lady of the house is seated in her drawing-room. Simone (approaching). Madame ! Oh, madame ! Madame, have you —— Madame. Simone

Simone. Madame, have you seen what —

Madame Simone !

Simone But madame —

Madame. Simone this may be an age of *barbarism* but I will have none of it inside the walls of this house

Simone But madame there is a — there is a

Madame (silencing her). Simone. France may be an occupied country, a ruined nation, and a conquered race but we will keep if you please, the usages of civilization

Simone. Yes, madame.

Madame. One thing we still possess, thank God; and that is good manners. The enemy never had it; and it is not something they can take from us.

Simone. No, madame.

Madame. Go out of the room again. Open the door —

Simone. Oh, madame ! I wanted to tell you —

Madame. — Open the door, shut it behind you — quietly — take two paces into the room, and say what you came to say (Simone goes hastily out, shutting the door. She reappers, shuts the door behind her, takes two paces into the room, and waits) Yes, Simone ?

Simone. I expect it is too late now; they will be here.

Madame. Who will ?

Simone. The soldiers who were coming up the avenue

Madame. After the last few months I should not have thought

that soldiers coming up the avenue was a remarkable fact. It is no doubt a party with a *billeting order*

Simone (crossing to the window) No, madame, it is two soldiers in one of their little cars, with a civilian between them.

Madame. Which civilian ?

Simone. A stranger, madame.

Madame. A stranger ? Are the soldiers from the *Combatant* branch ?

Simone. No, they are those beasts of Administration. Look, they have stopped. They are getting out.

Madame (at the window). Yes, it is a stranger. Do you know him, Simone ?

Simone. I have never set eyes on him before, madame.

Madame. You would know if he belonged to the district ?

Simone. Oh, madame. I know every man between here and St. Estèphe.

Madame. (dryly). No doubt.

Simone. Oh, merciful God, they are coming up the steps.

Madame. My good Simone, that is what the steps were put there for.

Simone. But they will ring the bell and I shall have to —

Madame. And you will answer it and behave as if you had been trained by a butler and ten upper servants instead of being the charcoal - burner's daughter from over at Les Chênes (This is said encouragingly, not in unkindness.) You will be very calm and correct —

Simone. Calm ! Madame ! With my inside turning over and over like a wheel at a fair !

Madame. A good servant does not have an inside, merely an exterior. (Comforting.) Be assured, my child. You have your place here; that is more than those creatures on our doorstep have. Let that *hearten* you —

Simone. Madame ! They are not going to ring. They are coming straight in.

Madame (bitterly). Yes. They have forgotten long ago what bells are for.

(Door opens.)

Stranger (in a bright, confident, *casual* tone). Ah, there you are, my dear aunt. I am so glad. Come in, my friend, come in. My dear aunt, this gentleman wants you to *identify* me.

Madame. Identify you ?

Corporal. We found this man wandering in the woods —

Stranger. The corporal found it *inexplicable* that anyone should wander in a wood.

Corporal. And he had no papers on him —

Stranger. And I rightly pointed out that if I carry all the papers one is supposed to these days, I am no good to God or man. If I put them in a hip pocket, I can't bend forward; if I put them in a front pocket, I can't bend at all

Corporal. He said that he was your nephew, madame, but that did not seem to us very likely, so we brought him here.

(There is the slightest pause; just one moment of silence.)

Madame. But of course this is my nephew

Corporal. He is ?

Madame. Certainly.

Corporal. He lives here ?

Madame *(assenting)*. My nephew lives here.

Corporal. So ! (Recovering.) My apologies, madame. But you will admit that appearances were against the young gentleman.

Madame. *Alas*, Corporal, my nephew belongs to a generation who delight in *flouting* appearances. It is what they call 'expressing their personality', I understand.

Corporal (with contempt). No doubt, madame.

Madame. Convention is *anathema* to them, and there is no sin like *conformity*. Even a collar is an offence against their liberty, and a discipline not to be borne by free necks.

Corporal. Ah yes, madame. A little more discipline among your

nephew's generation. and we might not be occupying your country today.

Stranger. You think it was that collar of yours that conquered my country ? You flatter yourself, Corporal The only result of wearing a collar like that is *varicose veins* in the head.

Madame *(repressive)*. Please ! My dear boy. Let us not descend to personalities.

Stranger. The matter is not personal. my good aunt. but scientific. Wearing a collar like that retards the flow of fresh blood to the head, with the most disastrous consequences to the grey matter of the brain. The *hypothetical* grey matter. In fact, I have a theory —

Corporal. Monsieur, your theories do not interest me.

Stranger. No ? You do not find *speculation* interesting ?

Corporal. In this world one judges by results.

Stranger (after a slight pause of reflection). I see. The collared conqueror sits in the high places, while the collarless conquered lies about in the woods. And who comes best out of that, would you say ? Tell me, Corporal, as man to man, do you never have a mad, secret desire to lie *unbuttoned* in a wood ?

Corporal. I have only one desire, monsieur, and that is to see your papers.

Stranger (taken *off-guard* and filling in time). My papers ?

Madame. But is that necessary, Corporal ? I have already told you that ——

Corporal. I know that madame is a very good *collaborator* and in good *standing* ——

Madame. In that case —

Corporal. But when we begin an affair we like to finish it. have asked to see monsieur's papers, and the matter will not be finished until I have seen them.

Madame. You acknowledge that I am in 'good standing', Corporal ?

Corporal. So I have heard, madame.

Madame. Then I must consider it a *discourtesy* on your part to demand my nephew's *credentials*.

Corporal. It is no reflection on madame. It is a matter of routine, nothing more.

Stranger (murmuring) The great god Routine.

Madame. To ask for his papers was routine; to insist on their production is discourtesy. I shall say so to your Commanding Officer.

Corporal. Very good, madame. In the meantime, I shall inspect your nephew's papers.

Madame. And what if I ——

Stranger (quietly). You may as well give it up, my dear. You could as easily turn a *steamroller.* They have only one idea at a time. If the Corporal's heart is set on seeing my papers, he shall see them. (Moving towards the door.) I left them in the pocket of my coat.

Simone (unexpectedly, from the background). Not in your linen coat ?

Stranger (pausing). Yes. Why ?

Simone (with apparently growing anxiety). Your cream linen coat ? The one you were wearing yesterday ?

Stranger. Certainly.

Simone. Merciful Heaven ! I sent it to the *laundry !*

Stranger. To the laundry !

Simone. Yes, monsieur; this morning; in the basket.

Stranger (in *incredulous* anger). You sent my coat, with my papers in the pocket, to the laundry !

Simone (defensive and combatant). I didn't know monsieur's papers were in the pocket.

Stranger. You didn't know ! You didn't know that a pocket of documents weighing half a ton were in the pocket. An identity card, a laisser passer, a food card, a drink card, an army discharge, a permission to wear civilian clothes, a permission to go farther than ten miles to the east, a permission to go more than ten miles to the west, a permission to —

Simone (breaking in with spirit). How was I to know the coat was heavy ! I picked it up with the rest of the bundle that was lying on the floor

Stranger *(snapping her head off)*. My coat was on the back of the chair

Simone. It was on the floor

Stranger. On the back of the chair !

Simone. It was on the floor with your dirty shirt and your pyjamas, and a towel and what not. I put my arms round the whole thing and then — woof ! into the basket with them.

Stranger. I tell you that coat was on the back of the chair. It was quite clean and was not going to the laundry for two weeks yet — if then. I hung it there myself, and —

Madame. My dear boy, what does it matter ? The damage is done now. In any case, they will find the papers when they unpack the basket, and return them tomorrow.

Stranger. If someone doesn't steal them. There are a lot of people who would like to lay hold of a complete set of papers, believe me.

Madame (reassuring) Oh. no. Old Fleureau is the soul of honesty. You have no need to worry about them. They will be back first thing tomorrow, you shall see; and then we shall have much pleasure in sending them to the Administration Office for the Corporal's inspection. Unless, of course, the Corporal insists on your personal appearance at the office.

Corporal (cold and indignant). I have seen monsieur. All that I want now is to see his papers.

Stranger. You shall see them, Corporal, you shall see them. The whole half-ton of them. You may inspect them at your leisure. Provided, that is, that they come back from the laundry to which this idiot has *consigned* them.

Madame (again reassuring). They will come back, never fear. And you must not blame Simone. She is a good child, and does her best.

Simone (with an air of *belated* virtue). I am not one to *pry* into pockets.

Madame. Simone, show the Corporal out, if you please.

Simone (natural feeling overcoming her for a moment). He knows the way out. (Recovering). Yes, madame.

Madame. And Corporal, try to take your duties a little less literally in future. My countrymen appreciate the spirit rather than the letter.

Corporal. I have my instructions, madame, and I obey them. Good day, madame. Monsieur.

[He goes, followed by Simone — door closes. There is a moment of silence.]

Stranger. For a good collaborator, that was a remarkably quick adoption.

Madame. Sit down, young man. I will give you something to

drink. I expect your knees are none too well.

Stranger. My knees, madame, are pure *gelatine*. As for my stomach, it seems to have disappeared.

Madame (offering him the drink she has poured out). This will recall it, I hope.

Stranger. You are not drinking, madame.

Madame. Thank you, no.

Stranger. Not with strangers. It is certainly no time to drink with strangers. Nevertheless, I drink the health of a collaborator. (He drinks.) Tell me, madame, what will happen tomorrow when they find that you have no nephew ?

Madame (surprised). But of course I have a nephew. I tell lies, my friend; but not silly lies. My charming nephew has gone to Bonneval for the day. He finds country life dull.

Stranger. Dull ? This — this heaven ?

Madame (dryly). He likes to talk and here there is no audience. At Headquarters in Bonneval he finds the audience sympathetic.

Stranger (understanding the implication). Ah.

Madame. He believes in the Brotherhood of Man — if you can *credit* it.

Stranger. After the last six months ?

Madame. His mother was American, so he has half the Balkans

in his blood. To say nothing of Italy, Russia, and the Levant

Stranger (half-amused). I see.

Madame. A silly and worthless creature, but useful

Stranger. Useful ?

Madame. I — borrow his cloak.

Stranger. I see.

Madame. Tonight I shall borrow his identity papers, and tomorrow they will go to the office in St. Estèphe.

Stranger. But — he will have to know.

Madame *(placidly)*. Oh, yes, he will know, of course.

Stranger. And how will you persuade such an enthusiastic collaborator to deceive his friends ?

Madame. Oh, that is easy. He is my heir.

Stranger (amused). Ah.

Madame. He is, also, by the mercy of God, not too unlike you, so that his photograph will not *startle* the Corporal too much tomorrow. Now tell me what you were doing in my wood.

Stranger. Resting my feet — I am practically walking on my bones. And waiting for tonight.

Madame. Where are you making for ? (As he does not answer

immediately) The coast ? (He nods.) That is four days away — five if your feet are bad.

Stranger. I know it.

Madame. Have you friends on the way ?

Stranger. I have friends at the coast, who will get me a boat. But no one between here and the sea.

Madame (rising). I must consult my list of addresses. (Pausing) what was your service ?

Stranger. Army.

Madame. Which Regiment ?

Stranger. The 79th.

Madame (after the faintest pause). And your Colonel's name ?

Stranger. Delavault was killed in the first week, and Martin took over.

Madame (going to her desk). A 'good collaborator' cannot be too careful. Now I can consult my notebook. A charming colour, is it not ? A lovely shade of red.

Stranger. Yes — but what has a red *quill* pen to do with your notebook ? — Ah, you write with it of course — stupid of me.

Madame. Certainly I write with it — but it is also my notebook — look — I only need a hairpin — and then — so — out of

my quill pen comes my notebook – a tiny piece of paper – but enough for a list of names.

Stranger. You mean that you keep that list on your desk ? (He sounds disapproving)

Madame. Where did you expect me to keep it, young man ? In my *corset* ? Did you ever try to get something out of your corset in a hurry ? What would you advise as the ideal quality in a hiding-place for a list of names ?

Stranger. That the thing should be difficult to find, of course.

Madame. Not at all. That it should be easily destroyed in emergency. It is too big for me to swallow — I suspect they do that only in books — and we have no fires to consume it, so I had to think of some other way. I did try to memorize the list, but what I could not be sure of remembering were those that — that had to be scored off. It would be fatal to send someone to an address that — that was no longer available. So I had to keep a written record.

Stranger. And if you neither eat it nor burn it when the moment comes, how do you get rid of it ?

Madame. I could, of course, put a match to it, but *scraps* of freshly-burned paper in a desk take a great deal of explaining. If I ceased to be looked on with approval my usefulness would end. It is important therefore that there should be no sign of anxiety on my part : no burned paper, no excuses to leave the room, no nods and *becks* and winks. I just sit here at my desk and go on with my letters. I *tilt* my nice big inkwell sideways for a moment and dip the pen into the deep ink at the side. The ink flows into the

hollow of the quill, and all is blotted out. (Consulting the list.) Let me see. It would be good if you could rest your feet for a day or so.

Stranger *(ruefully)*. It would.

Madame. There is a farm just beyond the Marnay cross-roads on the way to St. Estèphe — (She pauses to consider.)

Stranger. St. Estèphe is the home of the *single-minded* Corporal. I don't want to run into him again.

Madame. No, that might be awkward; but that farm of the Cherfils would be ideal. A good hiding-place, and food to spare, and fine people —

Stranger. If your nephew is so friendly with the invader, how is it that the Corporal doesn't know him by sight ?

Madame (absently). The unit at St. Estèphe is a non-commissioned one.

Stranger. Does the Brotherhood of Man exclude sergeants, then ?

Madame. Oh, definitely. Brotherhood does not really begin under field rank, I understand.

Stranger. But the Corporal may still meet your nephew somewhere.

Madame. That is a risk one must take. It is not a very grave one. They change the personnel every few weeks, to prevent them becoming too *acclimatized*. And even if he met my nephew, he is unlikely to ask for the papers of so obviously well-to-do a citizen.

If you could bear to go back a little --

Stranger. Not a step ! It would be like — like denying God. I have got so far, against all the odds, and I am not going a yard back. Not even to rest my feet !

Madame. I understand; but it is a pity. It is a long way to the Cherfils farm — two miles east of the Marnay cross-roads it is, on a little hill.

Stranger. I'll get there; don't worry. If not tonight then tomorrow night. I am used to sleeping in the open by now.

Madame. I wish we could have you here, but it is too danger ous. We are liable to be billeted on at any moment, without notice. However, we can give you a meal, and a bath. We have no coal, so it will be one of those flat-tin-saucer baths. And if you want to be very kind to Simone you might have it somewhere in the kitchen regions and so save her carying water upstairs.

Stranger. But of course.

Madame. Before the war I had a staff of twelve. Now I have Simone. I dust and Simone sweeps, and between us we *keep the dirt at bay.* She has no manners but a great heart, the child.

Strangér. The heart of a lion.

Madame. Before I put this back you might memorize these Forty Avenue Foch, in Crest, the back entrance.

Stranger. Forty Avenue Foch, the back entrance.

Madame. You may find it difficult to get into Crest, by the way.

It is a closed area The *pot boy* at the Red Lion in Mans.

Stranger. The pot boy

Madame. Denis the blacksmith at Laloupe. And the next night should take you to the sea and your friends. Are they safely in your mind ?

Stranger. Forty Avenue Foch in Crest; the pot boy at the Red Lion in Mans : and Denis the blacksmith at Laloupe. And to be caréful getting into Crest.

Madame. Good. Then I can close my notebook — or roll it up, I should say — then — it fits neatly, does it not ? Now let us see about some food for you. Perhaps I could find you other clothes. Are these all you —

[The Corporal's voice is heard mingled in fury with the still more furious tones of Simone. She is yelling : 'Nothing of the sort, I tell you, nothing of the sort', but no words are clearly distinguishable in the angry *row*.]

[The door is flung open, and the Corporal bursts in dragging a struggling Simone by the arm.]

Simone (screaming with rage and terror). Let me go, you foul fiend, let me go. (She tries to kick him.)

Corporal (at the same time). Stop struggling, you lying deceitful little bit of no-good.

Madame. Will someone explain this extraordinary —

Corporal. This creature —

Madame. Take your hand from my servant's arm. Corporal. She is not going to run away.

Corporal (*reacting to the voice of authority and automatically complying*). Your precious servant was overheard telling the gardener that she had never set eyes on this man.

Simone. I did not ! Why should I say anything like that ?

Corporal. With my own ears I heard her, my own two ears. Will you kindly explain that to me if you can.

Madame. You speak our language very well, Corporal, but perhaps you are not so quick to understand.

Corporal. I understand perfectly.

Madame. What Simone was saying to the gardener, was no doubt what she was announcing to *all and sundry* at the pitch of her voice this morning.

Corporal (*unbelieving*). And what was that ?

Madame. That she wished she had never set eyes on my nephew.

Corporal. And why should she say that ?

Madame. My nephew, Corporal, has many charms, but tidiness is not one of them. As you may have deduced from the *episode* of the coat. He is apt to leave his room —

Simone (*on her cue; in a burst of scornful rage*). Cigarette ends, pyjamas, towels, bedclothes, books, papers — all over the

floor like a flood. Every morning I tidy up, and in two hours it is as if a bomb had burst in the room.

Stranger (testily). I told you already that I was sor —

Simone (interrupting). As if I had nothing else to do in this enormous house but wait on you.

Stranger. Haven't I said that I —

Simone. And when I have climbed all the way up from the kitchen with your shaving water, you let it get cold; but will you shave in cold ? Oh, no ! I have to bring up another —

Stranger. I didn't ask you to climb the damned stairs, did I ?

Simone. And do I get a word of thanks for bringing it ? Do I, indeed ? You say : 'Must you bring it in that *hideous* jug; it offends my eyes.'

Stranger. So it does offend my eyes !

Madame. Enough, enough ! We had enough of that this morning. You see, Corporal ?

Corporal. I could have sworn —

Madame. A natural mistake, perhaps. But I think you might have used a little more common sense in the matter. (Coldly). And a great deal more dignity. I don't like having my servants manhandled.

Corporal. She refused to come.

Simone. Accusing me of things I never said !

Madame. However, now that you are here again you can make yourself useful. My nephew wants to go into Crest the day after tomorrow, and that requires a special pass. Perhaps you would make one out for him

Corporal. But I ——

Madame. You have a little book of *permits* in your pocket, haven't you ?

Corporal. Yes, I ——

Madame. Very well. Better make it *valid* for two days. He is always changing his mind

Corporal. But it is not for me to grant a pass.

Madame. You sign them, don't you ?

Corporal. Yes, but only when someone tells me to

Madame. Very well, if it will help you, I tell you to

Corporal. I mean, permission must be granted before a pass is issued.

Madame. And have you any doubt that a permission will be granted to my nephew ?

Corporal. No, of course not, madame

Madame. Then don't be absurd, Corporal. To be absurd twice

in five minutes is too often You may use my desk — and my own special pen Isn't it a beautiful quill Corporal ?

Corporal Thank you madame. no We Germans have come a long way from the geese

Madame. Yes ?

Corporal. I prefer my fountain-pen. It is a more efficient implement. (He writes.) For the 15th and the 16th. 'Holder of identity card number' — What is the number of your identity, monsieur ?

Stranger. I have not the faintest idea.

Corporal. You do not know ?

Stranger. No. The only numbers I take an interest in are lottery numbers.

Simone. I know the number of monsieur's card.

Madame (afraid that she is going to invent one). I don't think that likely, Simone.

Simone (aware of what is in her mistress' mind, and reassuring her). But I ealrly do know. madame. It is the year I was born, with two 'ones' after it Many a time I have seen it on the outside of the card.

Corporal. It is good that someone knows.

Simone. It is — 192411

Corporal. 192411 (He fills in the dates.)

Madame (as he nears the end). Are you going back to St Estèphe now, Corporal ?

Corporal. Yes, madame.

Madame. Then perhaps you will give my nephew a lift as far as the Marnay cross-roads.

Corporal. It is not permitted to take civilians as passengers.

Stranger. But you took me here as a passenger.

Corporal. That was different.

Madame. You mean that when you thought he was a *miscreant* you took him in your car, but now that you know he is my nephew you refuse ?

Corporal. When I brought him here it was on service business.

Madame (gently reasonable). Corporal, I think you owe me something for your general lack of *tact* this afternoon. Would it be too much to ask you to consider my nephew a miscreant for the next hour while you drive him as far as the Marnay cross-roads ?

Corporal. But —

Madame. Take him to the cross-roads with you and I shall agree to foget your — your lack of efficiency. I am sure you are actually a very efficient person, and likely to be a sergeant any day now. We won't let a *blunder* or two stand in your way.

Corporal. If I am caught giving a lift to a civilian, I shall never be a sergeant.

Madame (still gently) If I report on your conduct this afternoon tomorrow you will be a private.

Corporal (after a long pause) Is monsieur ready to come now?

Stranger. Quite ready.

Corporal. You will need a coat.

Madame Simone, get monsieur's coat from the cupboard in the hall. And when you have seen him off come back here.

Simone. Yes, madame.

[Exit Simone.]

Madame Good day to you Corporal.

[Exit Corporal.]

Stranger Your talent for *blackmail* is remarkable.

Madame The place has a yellow *barn*. You had better wait somewhere till evening, when the dogs are chained up.

Stranger. I wish I had an aunt of your *calibre*. All mine are authorities on *crochet*.

Madame. I could wish you were my nephew. Good luck, and be careful. Perhaps one day, you will come back, and dine with me, and tell me the rest of the tale.

[The sound of a running engine comes from outside.]

Stranger Two years today perhaps?

Madame One year today

Stranger (softly). Who knows ? (He lifts her hand to his lips.) Thank you, and au revoir (Turning at the door.) Being sped on my way by the enemy is a happiness I had not *anticipated*. I shall never be able to repay you for that (He goes out.) (Off.) Ah, my coat — thank you, Simone.

[Sound of car driving off.]

[Madame pours out two glasses. As she finishes, Simone comes in, shutting the door correctly behind her and taking two paces into the room.]

Simone. You wanted me, madame ?

Madame. You will drink a glass of wine with me, Simone

Simone. With you, madame !

Madame. You are a good daughter of France and a good servant to me. We shall *drink a toast* together

Simone. Yes, madame.

Madame (quietly). To Freedom

Simone (repeating). To Freedom. May I add a bit of my own, madame ?

Madame. Certainly.

Simone (with immense satisfaction) And a very bad end to that Corporal !

Vocabulary

barbarism		state of being uncivilized, ignorant or rude
billeting order		order to place troops in a private house where they are boarded and lodged
combatant		fighting
hearten		give courage to; cheer
casual	:	careless
identify		say, show, prove who somebody is; establish the identity of
inexplicable	:	that cannot be explained
assent (v.)	:	give agreement (to a proposal, etc.)
alas		cry of sorrow or regret
flout		oppose; treat with contempt
anathema	.	something that is detested; accursed thing
conformity	:	action, behaviour, in agreement with what is usual, accepted, or required by custom
varicose veins	:	veins that have become swollen or enlarged.
repressive		serving or tending to prevent from finding an outlet

hypothetical	:	based on a hypothesis, not based on certain knowledge
speculation	:	meditation, consideration or formation of opinions (without having complete knowledge)
unbuttoned	:	with the buttons not fastened; (fig.) relaxed; (feeling) free from formality
off-guard	:	unprepared against attack or surprise
collaborator	:	person who works together (with another or others) for personal gain (e.g. with his country's enemies in time of war)
standing (n.)	:	position or reputation
discourtesy	:	impoliteness
credentials	:	papers or letters showing that a person is what he claims to be
steamroller	:	heavy, slow-moving locomotive with wide wheels used in road-making
laundry	:	place where clothes, sheets, etc. are sent to be washed and pressed
incredulous	:	unbelieving; showing disbelief
snap a person's head off	:	interrupt him rudely or impatiently
consign (v.)	:	send

belated		coming very late or too late
pry	:	inquire too curiously; look or peer inquisitively
gelatine	:	clear, tasteless substance, made by boiling bones and waste parts of animals, dissolved in water to make jelly
credit (v.)		believe
placidly	:	calmly
startle		give a shock of surprise to
quill	:	(hollow stem of) large wing or tail feather formerly used for writing with
corset	:	tight-fitting undergarment
scraps	:	small pieces
beck	:	movement of the head, hand or arm, as a signal or sign
tilt (v.)	:	(cause to) come into a sloping position
blot out	:	make a mark or marks caused by ink over (words that have been written)
ruefully	:	showing, feeling, expressing regret
single-minded	:	unselfishly devoted to one cause or purpose
acclimatize	:	accustom to a new climate (or, fig., new surroundings, conditions)

keep the dirt at bay		keep the dirt at a distance prevent it from comnig too near
pot boy	:	one who helps in a public house by filling pots with beer etc
row (n.)	:	noisy or violent argument or quarrel
comply		act in accordance (with a request. command, etc.)
all and sundry		each and all
episode		(description of) one event in a chain of events
cue	:	hint about how to behave. what to do. etc.
hideous	·	very ugly; repulsive
permit (n.)	:	written authority to go somewhere. do something. etc
valid		effective because made or done with the correct formalities
miscreant	:	scoundrel; villain (rather old use)
tact	:	(use of) skill and understanding shown by somebody who handles people and situations successfully and without causing offence.
blunder (n.)	:	stupid or careless mistake
blackmail (n.)	:	payment for not revealing discreditable secrets. etc

calibre		(person's) standing or importance: quality of mind or character
crochet	:	knitting (material or work) done with hooked needle
anticipate		expect; look forward to
drink a toast	:	wish happiness, success, etc. to (somebody or something) while raising a glass of wine.

Questions

1 Was Madame really a collaborator with the conquerors ? Give reasons.

2 In what ways has Madame helped the Stranger ?

3. What qualities do you admire most in Madame's character ?

4 « Simone's services to the Stranger are not less important than Madame's. » Discuss.

5 What does the play prove about the 'soldiers of the enemy' ?

6 What is the importance of Madame's pen in the play ?

2. A Short Story

The Dowry

by

GUY de MAUPASSANT

No one was surprised when Maître Simon Lebrument married Mademoiselle Jeanne Cordier. Maître Lebrument had just bought the *practice* of Maitre Papillon, the *solicitor*, and of course that cost money; and Mademoiselle Jeanne Cordier had three hundred thousand francs in ready money, bank-notes and bearer bonds.

Maître Lebrument was a good-looking bachelor and a man of some distinction, he looked like a *provincial* lawyer, it is true, but he had distinction, and that was not common at Boutigny-le-Rebours

Mademoiselle Cordier had charm and freshness, though she was a bit *awkward* and unsmart taken all in all she was a pretty girl, attractive and presentable

The wedding caused a great stir in Boutigny, where the young couple were universally admired.

Instead of going away for their honeymoon, they went back to the domestic fireside, having decided just to take a little trip to Paris after a few days alone together.

This arangement was a great success; Maître Lebrument showed unusual *tact, delicacy* and refinement in his first relations with his wife. His motto was «Everything comes to him who waits.» He was at once patient and *ardent* and his conquest was swift and complete.

In four days Madame Lebrument worshipped her husband. She could not let him out of her sight; she had to have him near her all day to *fondle* and hiss, to stroke his hands, *ruffle* his beard and pull his nose. At the end of the first week he said to his young wife :

« If you like, we'll go to Paris next Tuesday We'll just be lovers and go to restaurants, theatres, music-halls and everywhere. »

She jumped for joy.

« That'll be marvellous; let's go at once. »

He went on :

« And we mustn't forget anything; tell your father to have your dowry ready; I'll take it with us and, while we're there, I'll settle with Maître Papillon. »

She said

« I'll tell him to-morrow morning. »

And he took her in his arms and started again all the little lovers' games she had come to be so fond of during the last week

The following Tuesday the father-and mother-in-law saw their daughter and son-in-law off at the station.

The father-in-law said :

« I warn you, it's rash to carry so much money in your brief-case. »

And the young lawyer smiled :

« Don't worry, Daddy; I'm used to this sort of thing. You see, in my job I sometimes have as much as a million francs on me. In this way we avoid endless formalities and delays. Don't you worry.»

The guard was shouting : « Passengers for Paris, take your seats ! »

They hurriedly got into a carriage, where they found two old ladies.

Lebrument murmured to his wife :

« What a *bore !* I shan't be able to smoke. »

She whispered back :

« Yes, it's a bore for me too, but not for the same reason ! »

The train whistled and started. The journey took an hour, during which they didn't talk much, because the old ladies didn't go to sleep.

When they got into the station yard of the Gare St. Lazare. Lebrument said to his wife

« Let's go and get some lunch on the Boulevard; then we'll come back quietly and pick up our luggage and take it to the hotel. »

She immediately agreed

« Yes. I'd love to lunch at a restaurant. Is it far ? »

He replied

« Yes. it's some way. we'll take a bus. »

She was surprised

« Can't we take a cab ? »

He smilingly *scolded* her :

« That's the way you save money ! A cab for a five-minute journey at half a franc a minute : you're never satisfied ! »

« You're quite right. » she said. a little ashamed.

A large bus with three trotting horses was passing. Lebrument shouted.

« Hi. conductor ! Stop ! »

The heavy vehicle stopped. and the young lawyer, *hustling* his wife in. said quickly to her

« You go inside. I'll go top: I must have one cigarette before lunch. »

She had no time to answer; the conductor, who had seized her by the arm to help her up the step, pushed her into the bus and she *collapsed*, quite *flustered*, on to the east, watching with dazed eyes out of the back window her husband's legs disappearing on to the top.

She sat motionless between a fat man who smelt of tobacco and an old woman who smelt of dogs.

The other passengers were sitting silent in a row — a grocer's boy, a *seamstress*, an infantry sergeant, a gentleman with gold-rimmed spectacles and a top hat with an enormous brim standing up like a gutter-pipe, two *pompous* ladies with an ill-tempered expression, whose whole attitude seemed to say : « We are here, but we are really too good for a bus », two nuns, a hatless girl and an undertaker's *mute;* they looked like a collection of *burlesque* figures, a museum of *grotesques*, a series of caricatures of the human face, like those rows of comic dolls one knocks down with balls at a fair.

The *jolting* of the bus made their heads *wobble* and shake and their *flabby* cheeks quivered like jelly; *mesmerized* by the *grinding vibration* of the wheels, they had a vacant, dazed look.

The young woman sat there dully;

« Why didn't he come with me ? » she wondered, feeling vaguely uncomfortable. « I do think he might have gone without his cigarette. »

The nuns signalled to the conductor to stop and got out one in front of the other leaving behind them the *fusty* smell of an old-clothes shop

The bus went on and then stopped again, and a cook got in, red in the face and out of breath. She sat down, resting her shopping basket on her knee; a strong smell of washing-up water *pervaded* the bus.

« It's further than I thought, » thought Jeanne.

The mute got out and his place was taken by a coachman, who *stank* of the stable. The hatless girl's seat was taken by a messenger-boy with smelly feet.

The lawyer's wife felt *queer* and slightly sick, and was almost crying without knowing why.

Other people got in and out. The bus went on all the time through *interminable* streets, pausing at the stops and going on again.

« What a long way it is ! » said Jeanne to herself. « I do hope he hasn't had a fit of absent-mindedness or gone to sleep. He's been very tired these last few days. »

Gradually the bus emptied and she was left absolutely alone. The conductor shouted : « Vaugirard ! »

As she didn't move, he repeated : « Vaugirard ! »

She looked at him, realizing that his remark was addressed to her, as she was the only passenger left.

The man said for the third time « Vaugirard ! »

Then she asked

« Where are we ? »

He replied in a *surly* tone :

« Good God, we're at Vaugirard ! I've just said so a dozen times ! »

« It is far from the Boulevard ? »

« Which Boulevard ? »

« Oh ! the Boulevard des Italiens. »

« We're long past that. »

« Well, will you tell my husband ? »

« Your husband ? Where is he ? »

« Why, on the top. »

« On the top ? There's not been anyone up top for ages. »

She started, in a *panic* :

« What do you mean ? It's impossible. He got on with me; he must be there ! »

The conductor became offensive

« Look here, my girl, that's enough He's not the only *pebble*

in the beach Clear out there's nothing doing here, you'll pick up another one in the street. »

Tears came into her eyes; she insisted :

« But you're quite wrong, I assure you you're wrong; he had a big brief-case under his arm. »

The conductor laughed :

« A big brief-case ? Oh ! yes, he got off at the Madeleine. Anyhow, he *gave you the slip* quite neatly, ha ! ha ! »

The bus had stopped at the *terminus*. She got out and instinctively, in spite of herself, she glanced at the top; it was entirely empty

She began to cry, and, not realizing that people could hear her and were staring, said out loud :

« What will become of me ? »

The terminus inspector came up

« What's the matter ? »

The conductor answered *ironically* :

« It's a lady whose husband has given her the slip on the way. »

The other replied

« Oh ! is that all ? Never mind her; get on with your work and he turned on his heel

Then she began to walk straight in front of her, too frightened and dazed to know what she was doing. Where was she to go ? What was she to do ? There must be some mistake he must have just forgotten or lost his memory.

She had two francs in her pocket Who could she go to for help ?

Suddenly she remembered her cousin, Barral, a deputy chief clerk at the Admiralty.

She had just enough for her cab fare and she gave the driver her cousin's address. She ran into him just as he was leaving the house for the Ministry. He was carrying, like Lebrument, a large brief-case under his arm.

She flung herself out of the cab :

« Henry ! » she shouted.

He stopped in surprise :

« Jeanne ?... You here ?... Alone ? What are you doing ? Where have you come from ? »

She *stammered* with tears in her eyes :

« My husband has just disappeared. »

« Disappeared ? Where ? »

« On a bus. »

« On a bus ? Oh ! »

And through her tears she told her story.

He listened thoughtfully and asked

« Was he quite normal this morning ? »

« Yes. »

« Good ! Had he much money on him ? »

« Yes, the whole of my dowry. »

« Your dowry ? All of it ? »

« Yes, every penny; he was just going to pay for his practice. »

« Well, my dear cousin, I bet that at this moment he's well on the way to Belgium. »

She couldn't grasp it yet; she stammered :

« My husband... you say... »

« I'm saying he's cleared off with your... your money — that's all there is to it. »

She stood stock still, choking, at last she murmured :

« Then he's... he's a *crook* ! »

And she collapsed, sobbing, into her cousin's arms.

As people were stopping to stare, he gently pushed her into the hall of his house and, with his arm round her waist, he led her

upstairs; and when his maid speechless with astonishment opened the door, he said

« Sophie, just run round to the restaurant and fetch lunch for two. I shan't be going to the Ministry to-day »

Vocabulary

dowry	:	property, money, given to, with, a daughter when she marries
practice	:	work of a lawyer or doctor
provincial	:	having the speech, manners, views, etc. of a person living in the provinces
awkward	:	clumsy; having little skill
tact	:	(use of) skill and understanding shown by somebody who handles people and situations successfully and without causing offence
delicacy	:	consideration for others' feelings; avoidance of the immodest or offensive
ardent	:	full of warm emotion
fondle	:	touch or stroke lovingly
ruffle	:	disturb the smoothness of
bore	:	person that makes (somebody) feel tired by being dull or tedious

scold	blame with angry words
hustle	push roughly
collapse	fall down or in
flustered	confused, made nervous
seamstress	woman who makes a living by sewing
pompous	full of, showing, self-importance
mute	hired mourner
burlesque	amusing imitation of
grotesque (n.)	comically distorted figure
jolting	moving along by jerks
wobble	(cause to) move unsteadily from side to side
flabby	soft; not firm
mesmerized	hypnotized
grinding	working by turning; rubbing gratingly
vibration	rapid movement to and fro
vacant	showing no signs of thought or interest
fusty	stale-smelling; smelling of mould and damp
rvade	spread through; get into every part of

stink		have a horrid and offensive smell
queer		strange, unusual
interminable		endless; tedius because too long
surly		bad-tempered and unfriendly
panic		unreasoning, uncontrolled, quickly spreading fear
pebble		small stone made smooth and round by being rolled in water (e.g. in a stream or on the sea-shore)
give the slip	:	escape from; get away from
terminus		end of a bus, tram or air route
ironically		expressing one's meaning by saying something which is the direct opposite of one's thoughts, in order to make one's remarks forceful
stammer	:	speak haltingly with a tendency to repeat rapidly the same sound or syllable
crook	:	person who makes a living by dishonest or criminal means

Questions

1. Why was the story called 'The Dowry'?
2. In what ways does Maitre Lebrument differ from his wife?
3. Discuss the importance of the final stage (dénouement) of this short story.